

# Graduate School of Education





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# Graduate School of Education 1979-1980

Fairfield University

Fairfield, Connecticut

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Admissions: Ext. 249

Dean: Ext. 413

Registrar: Ext. 415

Volume xxxi, Number 4

Regulations in this Catalog and other official statements of the University are binding on all students. The University reserves the right to change tuition, fees, regulations and graduation requirements at any time without prior notice. Changes become binding on all students when posted on University bulletin boards.

This Catalog pertains only to the Fairfield University Graduate School of Education. It will be useful as a source of continuing reference and should be carefully saved.

Fairfield University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sex, or physical handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

# Calendar 1979-1980

## **1979 FALL SEMESTER**

	Aug.	6-31	Mail and Walk-in Registration
Wednesday	Sept.	5	Registration — 4:30-6:00 P.M.
Thursday		6	Registration — 4:30-5:30 P.M.
Monday		10	Fall classes begin
Monday	Oct.	8	Holiday — No classes
Tuesday	Nov.	6	Comprehensive examinations — 3:30 P.M. (NO CLASSES)
Thursday		22	Thanksgiving recess begins
Monday		26	Classes resume
Monday	Dec.	17	Final examinations begin
Thursday		20	Final examinations end

## **1980 SPRING SEMESTER**

	Jan.	2-15	Mail and Walk-in Registration
Wednesday		16	Spring Registration 4:30-6:00 P.M.
Thursday		17	Spring Registration 4:30-5:30 P.M.
Monday		21	Spring classes begin
Monday	Feb.	18	Winter recess begins
Monday		25	Classes resume
Friday	March	28	Comprehensive Examinations — 3:30 P.M.
Friday	April	4	Spring recess begins
Monday		14	Classes resume
Monday	May	5	Final examinations begin
Thursday		8	Final examinations end
Sunday		25	Commencement



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# General Information

## LOCATION

Fairfield University, in the town of Fairfield, Connecticut, has an extensive, gently sloping campus, endowed with exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, it commands a broad view of Long Island Sound.

Fairfield is fifty miles from New York City, and five miles west of the city of Bridgeport. The campus is situated a mile north of the center of town on North Benson Road. By automobile the University is approached either from the Merritt Parkway by way of Black Rock Turnpike (Exits 44 and 45), or from the Connecticut Turnpike (Exit 22).

## HISTORY

On May 29, 1945, by special act of the general Assembly of the State of Connecticut signed by Governor Raymond E. Baldwin, an absolute charter was granted to Fairfield University, empowering it to "... establish, organize, maintain and conduct an institution of intermediate, secondary, under graduate and graduate education in the State of Connecticut . . . to confer all such academic degrees as are usually given in colleges and universities."

The College of Arts and Sciences admitted its first class to Freshman Year on September 27, 1947. A new class was received each successive year, and the first Commencement was held on June 10, 1951. The program of graduate courses preparing for the Master of Arts degree in Education was established in January, 1950.

## ACCREDITATION

The College of Arts and Sciences was accredited by the State Board of Education of Connecticut in the summer of 1949. In June of the following year the same body approved Fairfield University's education program for teacher certification on the secondary level, and likewise approved the graduate programs leading to the Master of Arts degree in Elementary and Secondary Administration, Supervision and Guidance.

In December, 1953, Fairfield University was admitted to fully accredited membership in the New England Association of Schools and Colleges and in January, 1954, in the Association of American Colleges. In February 1954, Fairfield was voted institutional membership in the American Council on Education. Membership is also held in the American Association of Colleges for Teacher Education and the Connecticut Association of Colleges and Universities for Teacher Education.

Fairfield University is registered with the National Commission on Accrediting and is a member of the National Catholic Educational Association and the Association of Jesuit Colleges and Universities. The Faculty is affiliated with the American Association of Collegiate Registrars and Admissions Officers, American Association of School Administrators, American Association of University Professors, American College Personnel Association, American Library Association, American Personnel and Guidance Association, American Sociological Society, Connecticut Conference of Independent Colleges, Connecticut Library Association, National Education Association, and other learned Societies.

**LIBRARY**

To perform its functions adequately, a library must possess sufficient resources and provide efficient service. The Nyselius Library building allows for future expansion of the library's collections, and provides study space, primarily at individual carrels, for nearly six hundred students.

More than 300,000 carefully selected books, microforms, and bound periodicals are available for study and research. The spacious reference area contains both older standard works and valuable new sources of information. More than 1500 journals and newspapers are at hand to keep faculty and students fully informed on current developments in all fields. A circulating collection of 1200 photograph records is also provided.

A library exists for service. At Fairfield we take pride in the type of service that we offer to the entire University community. To stimulate interest in books and reading, the stacks are open to all students. During college terms, the library is open Monday through Friday from 8:30 A.M. to midnight, on Saturday from 9:00 A.M. to 5:00 P.M., and on Sunday from 1:00 P.M. to midnight. University vacation and holiday hours are posted in advance.



# Graduate Programs

The School of Education offers courses leading to the degree of Master of Arts and to the Sixth Year Certificate of Advanced Study. Candidates should have a well-defined goal. For some, it may be to obtain a more comprehensive knowledge of the field of education in general, but for most it will be a concentration in a particular area of specialized study, viz., Classroom Teaching, Administration, Supervision, Special Education, Counseling, School Psychology and Media.

A Master of Arts program in Religious Education is offered on a year round basis.

The Graduate School offers a Master of Arts degree in Instructional Computer Science designed to prepare teachers and administrators to function professionally in programs that use computer systems. Emphasis is placed on the development of the concepts and skills for the successful integration of computer applications into the classroom and on development of criteria for evaluating instructional uses of the computer media.

A major is offered in Bilingual-Bicultural Education. Students enrolled in this program may complete the eighteen credit major requirement in one year by enrolling in two courses in the fall, spring and summer semesters.

Courses required in each area of concentration are found under Master's Degree requirements.

A special bulletin is published for the Fall and Spring Semesters and for the Summer Session, indicating the special courses to be offered. In the Fall and Spring Semesters, classes meet Monday-Thursday from 4:30 p.m. to 6:30 p.m., and from 7:15 to 9:15 p.m., and Saturdays from 9:00 a.m. to 4:30 p.m.

Mail registration forms are available in the Registrar's Office. Please call or write for a copy. Full payment must accompany mail registrations.

Housing facilities for graduate students are not available on campus.

## ***DIVISIONS OF GRADUATE SCHOOL***

1. Administration and Supervision
2. Counseling and Comm. Services
3. Educational Media
4. School and Applied Psychology
5. Special Education
6. Foundations and Teaching
7. Religious Education

## ***MAJOR AREAS OF CONCENTRATION***

1. Elementary Administration or Supervision
2. Secondary Administration or Supervision
3. Counseling (School and Non-School)
4. School Psychology
5. Secondary Teaching
6. Special Education
7. Professional Improvement (including programs for certified elementary school teachers)
8. Tomorrow's Woman Today
9. Religious Education
10. Educational Media
11. Open Classroom
12. Instructional Computer Science
13. Bilingual-Bicultural Education
14. Community Services
15. Industrial Psychology
16. Human Services
17. Applied Research

## ***CERTIFICATION PROGRAMS FOR***

1. Secondary teachers including teachers of Exceptional Children
2. Intermediate Administrator
3. Superintendent of Schools
4. School Counselor
5. School Psychologist

# Admission: Policies and Procedures

## CATEGORIES OF STUDENTS

**Regular Students** are those admitted without conditions into regular programs and are working toward degrees.

**Provisional Students** are those admitted with conditions. Students admitted as Provisional may attain Regular Status upon completion of twelve semester hours with at least a B average.

**Special Students** are those who enroll for courses to meet their particular needs, without entering a degree program. A maximum of 12 credits may be earned in this classification. Students must request permission in writing to obtain additional credits, and must state they understand such credits cannot be used to obtain a Masters Degree or Certificate of Advanced Study.

**Unclassified (conditional) Students** are those whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified. Upon signing a Registration Waiver they are allowed to register for courses conditionally pending the filing and evaluation of their credentials. This status may not exceed one semester. Such students enroll at their own risk, and may be terminated at any time if their complete records are not acceptable or available.

*There is no category of "auditor." In special circumstances auditing may be permitted when authorized by the Dean. Consult schedule of fees for auditing cost.*

All students regardless of their status must meet all standards and comply with all regulations and Admissions Criteria.

## ADMISSION CRITERIA

Admission to the Graduate School of Education is granted to applicants who hold a

bachelor's degree from an accredited college or university, and who give promise of meeting the standards set by the School. Ordinarily an undergraduate cumulative quality point average of 2.5 is required.

Applicants who have a professional degree must have in their previous studies an acceptable distribution of courses in the arts and sciences.

Individual divisions may, in addition, set their own requirements concerning specific undergraduate majors, course distributions, interviews, adequate scores on appropriate tests and course waivers.

Only in the case of applicants admitted as Regular students or Provisional students is there any commitment by the School to the student in terms of status, and in the case of a Provisional student, this is a limited commitment.

## ADMISSION PROCEDURE

**A.** Applicants for a Degree Program - A student seeking admission to a degree or certificate program must complete the following procedure: (Catalogs and applications are available in the office of the Director of Admissions.)

1. Complete and submit an application accompanied by the Application Fee.
2. Arrange to have all official undergraduate and graduate transcripts sent to the Director of Admissions.
3. One letter of recommendation preferably from current employer or supervisor.

**B.** Special Student Status (Non-degree program) - An individual desiring to enroll for courses on or off campus without seeking a degree or certification.

1. Complete and submit an application accompanied by the Application Fee.
2. Complete "Individual Certifying Form."

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admissions.



# General Regulations

## STUDENT PROGRAMS

All programs of study must be planned with the student's advisor. In granting approval the advisor will consider the student's previous academic record and whether or not the prerequisites set forth by the school have been met.

Students registering for courses through the Center for Lifetime Learning will be awarded undergraduate credit **only**.

## TIME

Students are to complete all requirements of a program within a period of six years from the date of entrance upon the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. A review of past work will determine the terms of readmission.

## COURSE REQUIREMENTS

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination.

The credit value of each course is given in terms of semester hours. Because of the large amount of outside preparation required for graduate courses, 3 credits are given for courses meeting for at least 1,500 minutes of lecture, recitation, and examinations (usually in the form of fourteen 110-minute periods.)

## GRADES

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair (lowest passing grade)
F	Failed
Inc.	Incomplete
W	Withdraw without penalty
Q	Grade not submitted by Professor

The symbol + suffixed to the grades of B and C indicate the middle of the ranges covered by those grades. Pass or Fail grades are used in a limited number of courses.

Withdrawal from courses requires the permission of the Registrar. Unless this permission is obtained, the student will receive a grade of F in those courses from which he has absented himself. Except under unusual circumstances, withdrawal from a course without penalty will not be permitted after mid-term examination. After this time a W followed by a Pass or Fail will be entered on the record. For a sufficient reason, the student may request an instructor to grant an extension of time not to exceed one month. A temporary grade "Inc." will then be given to the student; if the work is not completed within the specified time, normally thirty days, a grade of F will be permanently recorded.

A student who elects to withdraw from a course must do so in writing to the Graduate Registrar. Refunds will not be granted without a written notice, with the amount of tuition refund based upon the date the notice is received. Fees are not refundable unless a course is cancelled (see Refund of Tuition).

## **ACADEMIC AVERAGE**

Each grade has a numerical value, as follows: A = 4; B = 3; C = 2; F = 0. The plus (+) is counted as one half of a quality point higher. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

## **ACADEMIC LOAD**

A full-time student is one who carries 12 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted, but with the permission of the Dean, 15 credits may be taken.

Full-time status may be granted under special circumstances to students who are not registered for 12 credits but who carry an academic load equivalent to 12 credits.

During summer sessions full-time students are permitted to carry a maximum credit load of nine credits.

A part-time student is one who carries less than 12 credits during a fall or spring semester and less than 6 credits in a six-week summer session.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during a fall or spring semester and 3 credits during a summer session. In exceptional circumstances and with the permission of the Dean and their employer, they may take 9 credits during a fall or spring semester and 6-9 credits during a summer session.

## **MAINTENANCE OF ACADEMIC STANDARDS**

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for master's degrees must maintain a 3.0 average.

Only grades of B or higher are acceptable for courses numbered in the one hundreds.

Candidates for a Certificate of Advanced Study must maintain a 3.0 average and no C grades will be credited toward the Certificate.

## **PROBATION**

A student whose average falls below 3.0 any semester is placed on probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dropped from the school.

## **MATRICULATION**

After a student has completed a minimum of twelve semester hours of work, a committee of the Faculty will review the records of the student to determine whether the student may be a candidate for a degree. The committee may request the student to appear for an oral examination at this time. Students who do not qualify for matriculation will be given written notification.

## RECORDS AND TRANSCRIPTS

Transcripts are ordinarily issued only upon receipt of a written request and payment of the fee by a student. Exception to this regulation is made only in the case of requests from colleges or government agencies. Transcripts will not be sent to employers or prospective employers without written permission of the student.

Records of students will be sent only in the form of a total transcript. No partial records will be sent, nor ones listing only courses without grades.

A change in the family name on a student's record or on other official school correspondence or documents requires presentation of a court order. A given name will be changed if a satisfactory explanation for the request is presented in writing.

A woman's married name will be entered on the record only if a copy of the marriage certificate is filed with the Office of the Registrar.

## CERTIFICATION

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Dean's Office. No recommendation will be issued until at least fifteen (15) semester hours have been completed at Fairfield University.

## TRANSFER OF CREDIT

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after the completion of the Master's degree and completed prior to enrolling at Fairfield will be considered. *Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work is not less than B.* No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's Office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving prerequisites or for meeting content requirements.

## AWARDING OF, AND APPLICATION FOR DEGREES

All Degrees and the Certificates of Advanced Study are awarded at the Annual Commencement Exercises in May. Formal notice "to whom it may concern" will be sent, upon the student's request, at any time work has been completed prior to the actual awarding of the degree. All students must file an application for the degree with the Registrar not later than February 1 of the year in which the degree will be awarded.

A duplicate diploma is issued upon payment of \$10. The diploma will bear the date of graduation, but its face will be marked: "This is a duplicate diploma, and was issued on (date)."

If a graduate who has changed his or her name legally after graduation wishes a duplicate diploma, the graduate will receive it with the changed name on the face, but a notation will be made stating: "This diploma is issued in lieu of one originally issued to this person under the name of ....."

### **PLACEMENT OFFICE**

The Placement Office was created by the University for its students and is located in Loyola Hall. Students wishing assistance with placement problems are invited to take advantage of the services provided by this office. The services of the Placement Office are available to alumni of the Graduate School of Education.

## **Specific Regulations**

### **MASTER DEGREE REQUIREMENTS**

A. Majors in Teaching, Administration, Supervision, Counseling, School Psychology, Open Education, Professional Improvement, Educational Media and Bilingual-Bicultural Education.

1. Completion of 33 credits

2. Required courses

- a. Ed. 229 (at beginning of program) waiver granted if taken on graduate level at another institution.
- b. Seminar (at end of program) except for students in Counseling and School Psychology certification programs.
- c. 18 or 21 credits in major field some of which may be required.

3. Electives

- a. 9 credits (to be approved by an Advisor).

B. Candidates for the Master's Degree in Special Education will complete the university's philosophy requirement (Ed 229) and a total of thirty credits, including seminar (SE 399) in Special Education. Each program is to be worked out individually in a series of meetings with the student's chosen Advisor. Programs of candidates for both the Master's Degree and State Certification may exceed thirty-three credits.

C. Majors in Religious Education.

The Religious Education major in the Graduate Division of Religious Education is a program of scriptural, theological and catechetical studies that leads to the Master of Arts degree.

The purpose of the major is to provide theological and psychological preparation for educators and directors of religious education programs. It also provides informational background for those interested in professional improvement.

Students majoring in Religious Education must:

1. Complete thirty graduate hours of credit in the academic areas selected in consultation with the director.
2. Write a Masters degree thesis that incorporates basic research in the field of religion.



### **Pastoral Studies**

The Pastoral Studies Program in the Graduate Division of Religious Education at Fairfield University consists in a concentration of studies and a supervised internship that leads to the Master of Arts degree.

The purpose of the program is to provide informational and experiential preparation for people who intend to enter new fields of ministry.

Students majoring in pastoral studies must:

1. Complete thirty graduate hours of credit in the academic areas prescribed in the catalog.
2. Complete an internship period selected in one of the following areas: Campus Ministry, Youth Ministry, Healing Ministry, Family Ministry, Cultural Minority Ministry.
3. Write a research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry.

Three credits are given for the work of the internship and the research paper. These are over and above the thirty graduate credits of the academic program.

### **Summer or Year-Round**

Students may major in Pastoral Studies in a five summer program. An advantage for these students is the Ministry course which can be taken each semester, one weekend a month for four months, throughout the academic year. This need not, but is often combined with the summer program to cut down the length of study. Summer majors in pastoral studies spend their final summer (the months of July and August) engaged in their internship work.

Students majoring in pastoral studies during the academic year pursue academic study three days a week and their internship two days a week. During this time they also write the research paper that is an informed reflection upon their work.

### **The Internship**

Students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree.

#### **D. Master of Arts Degree in Instructional Computer Science**

Completion of 33 credits

#### **REQUIRED**

At the beginning of program:

Philosophical Foundations of Education	Ed229-or
Comparative Philosophies of Education	Ed321
Theories of Learning	Ed334

After completion of the above:

Seminar on Computer Assisted Instruction	Ed(CS)361
Computer Programming for Teachers	Ed(CS)286
Applications of Computers in Instruction	Ed(CS)289
Practicum I and Practicum II in Computer	Ed(CS)388-388.1
Assisted Instruction (To be taken at the end of the program)	
Introduction to Computers	Ed(CS)285
Introduction to FORTRAN & Numerical Method	MA201
<b>ELECTIVES</b>	<b>6 credits</b>

A maximum of six graduate credits may be transferred for courses completed in other institutions as specified in the General Regulations under Transfer of Credit. Moreover, a limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted as part of the credit requirements, provided the candidate has the written approval of the dean at Fairfield University before registering for such courses.

Over and above the minimum requirements stated in the catalog, the Dean may require additional evidence of fitness for the degree.

### **COMPREHENSIVE EXAMINATION**

During the last semester of the program the candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree; permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted.

To fulfill this requirement in the Division, of Foundations and Teaching, the candidate will be given a special reading assignment and will write a critique of the readings in the light of course learnings.

### **THE CERTIFICATE OF ADVANCED STUDY REQUIREMENTS**

1. The certificate is granted for an approved 30-credit program in advanced study. Students whose previous program of study was in a field other than that selected for the 6th year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.

Students who receive their M.A. degree from the Graduate School, and who desire to begin programs of advanced study are required to file an application for admission to the program.

2. Required courses:

- a. Ed 321 (at beginning of program in teaching, administration and media)
- b. Ed 334
- c. Practicum (at end of program) or Internship here.
- d. 15 credits in major field

3. Electives

- a. 6 credits (to be approved by an Advisor)

Students must be prepared to defend the Practicum before a committee of the faculty.

A maximum of six graduate credits may be transferred as specified in the General Regulations under Transfer of Credit.

# Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable) .....	\$10.00
Registration, per semester .....	8.00
Tuition per semester hour .....	75.00
Late registration (Additional) .....	25.00
Change in individual course .....	10.00
Deferred Examination .....	10.00
Transcript .....	2.00
Commencement Fee (Required of all degree recipients) .....	25.00
Observation Fee for Ed 183 .....	50.00
Practicum Continuation .....	50.00
Tests Materials Fee (for Ed 338-339.1, Ed 340, Ed 341-342-342.1) .....	20.00
Film Fee .....	20.00
Materials Fee .....	10-20.00

Tuition and fees are payable on or before the first scheduled class. Any payments made after that time are subject to a 1% per month interest charge on the unpaid balance.

## VETERANS

**Fairfield University is approved as an institution for the education of veterans.**

## REFUND OF TUITION

All requests for refunds must be submitted to the Registrar's office immediately after the withdrawal from class. The request must be in writing and all refunds will be made according to the following schedule: (No refund of fees)

	Amount Refundable
Before the first scheduled class	100%
Before the second scheduled class	90%
Before the third scheduled class	80%
Before the fourth scheduled class	70%
Before the fifth scheduled class	60%
Before the sixth scheduled class	40%
Before the seventh scheduled class	20%
After the seventh scheduled class	0%

# Financial Aid

## UNIVERSITY TUITION SCHOLARSHIPS

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need, and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 12 credits at the Fairfield University Graduate School of Education before he is eligible to apply for a University scholarship. In rare cases, where the student presents superior records, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits (\$450.) is the maximum allocation per student, per semester. Scholarships do not cover application, registration, or other University fees.

Scholarship applications are to be submitted to the Office of the Dean at least three weeks prior to the first day of registration for any given semester.

**RESIDENT HALL STAFF POSITIONS**

Resident Advisors serve the students on residence hall corridors in a variety of ways. They supervise student behavior in the residence halls and they advise and counsel students within the limits of training and capability on academic and social matters.

Resident Advisors must be single and must be enrolled in the University as a graduate student or a regular undergraduate junior or senior student.

Resident Advisors receive as remuneration room and board, linen, medical insurance, graduation fees if applicable and \$250.00 stipend per academic year paid on a semi-annual basis. Interviews for the positions are conducted in April.

Application forms may be obtained by writing to:

Director of Student Residences  
Loyola Hall  
Fairfield University  
Fairfield, Connecticut 06430

**GUARANTEED STUDENT LOANS**

Under this program a graduate student can borrow up to \$2,500 per year from a bank in his home state.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation when a 7% simple interest charge begins to accumulate.



# Certification Programs and other related offerings

## 1. A. Teaching Academic Subjects in Secondary School (except English)

- Required: Ed 181-2 Directed Ob-  
servation and Supervised  
Student Teaching (no  
graduate credit)
- choice of Ed 229 Philosophical  
Foundations of Education,  
or  
Ed 321 Comparative  
Philosophies of Education
- choice of Ed 245 Psychology of  
Adolescence  
Ed 246 Developmental  
Psychology, or  
Ed 334 Theories of  
Learning
- choice of Ed 264 Secondary  
School Methods  
Ed 266 Secondary  
School Curriculum:  
Foundations, or  
Ed 267 Secondary  
School Curriculum:  
Recent Developments
- choice of Ed 251 Principles and  
Foundations of Guidance,  
or  
Ed 271 Audio-Visual  
Methods in Teaching

## B. Teaching English in Secondary School

- Required: Ed 264.1 Special Methods  
in Secondary School  
English

Ed 259.1 Developmental  
Reading in the Secondary  
School

Ed 181-2 Directed Ob-  
servation and Supervised  
Student Teaching (no  
graduate credit)

choice of Ed 229 Philosophical  
Foundations of Education,  
or

Ed 321 Comparative  
Philosophies of Education

choice of Ed 245 Psychology of  
Adolescence

Ed 246 Developmental  
Psychology, or

Ed 334 Theories of  
Learning

*Consult state regulations for requirements  
in teaching field.*

## 2. Intermediate Administrator

To be recommended, applicants must have  
a master's degree and at least fifteen credits  
in addition to the degree. The following  
courses must be included:

Ed 205 Basic Problems in  
Administration

Ed 297 Administrative  
Leadership

Ed 293 Principles of Supervision

Ed 321 Comparative Philoso-  
phies of Education

Ed 334 Theories of Learning

Choice of:  
Ed 298 The Principalship

or

Ed 393 In-Service Training of  
Teachers

Choice of: Curriculum of the  
Ed 265 Elementary School

or

Ed 266 267) Secondary School  
268,268.5) Curriculum

### 3. Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include the following courses:

Ed 380	Organization and Administration of a School System
Ed 382	Public Relations in Education and Administration
Ed 396	School Finance
Ed 397	Educational Law in School Administration
Ed 399.2	Internship in Public School Administration

And a core of related study in such areas as Economics, Sociology, Politics and the Humanities selected in relation to the applicant's total education.

### 4. Counseling and Community Services

The Division offers majors in counseling in the schools, counseling in the community setting, and Tomorrow's Woman Today in Professional Community Services.

The school counseling program prepares students to work as counselors in elementary and secondary schools. The major in community counseling enables students already employed in community services to enhance their professional background and acquire new competencies. This major is also for those who wish to assume related positions in post-secondary educational institutions, career centers rehabilitation services, hospitals, recreation centers, mental health settings, corrections, law enforcement, day care, drug and alcohol abuse centers, recreational and other such social service settings.

Tomorrow's Woman Today in Professional Community Services (TWT) is a program addressing itself to the current social and cultural needs of women and offers opportunities for women to explore and define new occupational roles.

A personal interview by a faculty member is recommended for each entering student.

### Retention of Students

In view of the responsibilities of the role of counselor, both in school and community settings, students whose work is of marginal quality in the advanced courses, or who demonstrate personality qualities that are not conducive to the educational settings, will not be recommended to continue in the program.

School Counseling: Comprehensive examination.

Community Counseling: Comprehensive examination or a final research paper.

TWT: An academic essay, a professional study, or a rhetorical or aesthetic project.

Students accepted for study in the Division may have certain beginning courses in any of the programs waived by permission if they have completed an equivalent course at another institution within the past nine years.

### School Counseling Certification Program

This program prepares students for the professional counseling and guidance role and function in school settings. Preparation in the program does not require teacher training or experience as a condition for state certification. (1) An internship of one year in the school is required for those without teaching experience. (2) It is possible for a student to obtain certification as a school counselor with a minimum of 33 credits, although it may be necessary to complete required course work up to 45 credits. The latter would be true, for example, when a student's undergraduate preparation does not allow for waivers in the field of psychology. Thus, all programs must be planned individually with a faculty advisor. Candidates who do not already have a Master's degree will be granted an M.A. upon the completion of 33 credits and after passing the comprehensive examination. The M.A. must include Ed 229, Philosophical Foundations of Education. Those students who wish to obtain only an M.A. without going on for certification, must take Ed 399, Seminar in Education, as part of their program.

Interested applicants are advised to consult the Division faculty regarding current requirements for certification. Recommendation for certification will be made on the advice of the Division faculty when the student has satisfactorily completed the program.

Students who desire certification in school counseling must take 9 credits in psychology, 3 in social and cultural foundations, 24 in core courses and 3 in philosophical foundations.

Those who already hold a Master's degree which is in a non-related field must fulfill the requirements for certification. This can be done at the Sixth Year Certificate level.

Certification as a school counselor would be recommended by Fairfield University when the student has completed:

1. A planned graduate program in school counseling.
2. Three (3) years of successful teaching experience *OR* a one-year full-time supervised internship for those who have not had teaching experience *AND*
3. One year of successful work experience in one or more fields other than teaching, or the equivalent.

School counselors must obtain 45 graduate credits for standard certification in Connecticut.

Course work may be in related areas such as advanced courses in the counseling program, special education, administration, etc.

Ed 229 Philosophical Foundations of Education is required for the M.A. It does not count toward State Certification.

## **SCHOOL COUNSELOR CERTIFICATION**

### ***Required for Master's Degree***

Ed 229 Philosophical Foundations of Education

### ***Required Courses in Psychology***

Nine credits which include the following must be taken at the graduate or undergraduate level. (One course must be taken at the graduate level). No courses are waived after 9 years from the undergraduate level.

- \*Ed 241 Personal Adjustment
- Ed 242 Abnormal Psychology
- \*Ed 246 Developmental Psychology
- Ed 246.1 Psychology of Adulthood
- Ed 334 Theories of Learning
- Ed 334.1 Applied Theories of Learning
- \*Ed 335 Psychology of Personality
- \*Must be taken on the graduate or undergraduate level.

At least *one* of the following courses is required in *Social and Cultural Foundations*

- Ed 239 Community Psychology
- Ed 254 Sociology of the Family and the School
- Ed 373.1 Family Counseling (pre-requisites 9 credits in psychology, Ed 251 or CS 231, and Ed 255)

**Required Core Courses in Guidance and Counseling**

(Graduate level only with the possible exception of Ed 233 or Ed 236)

Ed 233	Educational Statistics
Ed 236	Educational and Psychological Testing
Ed 251	Principles and Foundations of Guidance
Ed 255	Group Process
Ed 257	Career Development: Theory and Practice
Ed 331	Technique and Procedures in Guidance
Ed 351	Counseling I
Ed 358	Introductory Practicum in Guidance and Counseling
Ed 399.7C	Internship in Counseling and Guidance (A one year work experience in a school counseling and guidance program for those who have not had teaching experience). 6 credits

It is recommended that if the following courses are not included within the provisional certification program, one be taken as part of the coursework for permanent certification.

Ed 353	Counseling Young Children in Groups
OR	
Ed 356	Group Counseling

Electives or 6th Year Courses. (Refer to course descriptions for pre-requisites)

Ed 220	Woman in Mid-Career
CS 231	Introduction to Community Services
Ed 252	Human Relations Training for Personal Effectiveness
Ed 352	Advanced Counseling
Ed 354.3	The Counselor as a Resource in the Community: Models for Developing Counseling Skills of Non-Professionals
Ed 356.1	Advanced Group Counseling
Ed 374	Counselor as Consultant to Parents and Teachers
Ed 400	Independent Study (3-6 credits)

**Community Counseling Major**

A student in this course of study receives a Master's degree upon completion of 33 credits. This will include CS 358, Practicum in Human Services or Ed 399, Seminar in Education.

Each student's program is individualized to meet needs and goals of the learner.

Students are expected to demonstrate personal qualities that lend themselves to particular community settings.

Studies in this program will include course work in psychology, sociology, counseling, human relations, group process and related disciplines. Courses are individually planned with an advisor.

**Required Courses**

9 credits

CS 231	Introduction to Community Services
Ed 255	Group Process
Ed 351	Counseling I (24 credits in the course of study including 12 credits in psychology)

A total of 12 credits must be taken in psychology from the following. Up to 9 credits can be waived if these courses were taken at the undergraduate level. 3 graduate credits in psychology must be taken.

12 credits

*Ed 241	Psychology of Personal Adjustment
Ed 242	Abnormal Psychology
*Ed 246	Developmental Psychology
OR	
*Ed 246.1	Psychology of Adulthood
Ed 334	Theories of Learning or Ed 334.5 Applied Theories of Learning
*Ed 335	Psychology of Personality

\*Must be taken at the graduate or undergraduate level.



Electives (electives plus required and recommended courses should equal 33 credits for the M.A. degree)

12 credits

- Ed 220 The Woman in Mid-Career
- Ed 233 Educational Statistics
- Ed 236 Educational and Psychological Testing
- Ed 239 Community Psychology
- Ed 252 Human Relations Training for Personal Effectiveness
- Ed 257.1 Work and Life
- Ed 345 Writing and Editing for Professional Use
- Ed 353 Working with Young Children in Groups (Ed 351)
- Ed 354.3 The Counselor as a Resource in the Community:  
Models for Developing Counseling Skills of Non-Professionals
- Ed 356 Group Counseling (Ed 351)
- Ed 356.1 Advanced Group Counseling (Ed 356)
- Ed 373.1 Family Counseling  
(CS 231, Ed 255, 12 credits in psychology)
- CS 358 Practicum in Human Services (Ed 351)

pand, and strengthen the self-image, adjust to new life styles, and to seek alternatives to careers; to explore specific career possibilities and the probability of success; and, to learn practical skills in management, communications and human relations.

A unique aspect of TWT is that students in this program have an opportunity for personal exploration and goal setting in the counsel-laboratory which is offered without credit for 10 weeks during each semester. A special laboratory fee is assessed each student who makes a commitment to to the program. An additional requirement is Ed 220, Woman in Mid-Career. Of the total 33 credits required for the M.A. in Professional Community Services, 15 credits must be elected from those listed below.

***Tomorrow's Woman Today in Professional Community Services***

This program leads to an M.A. in professional community services. The woman's ability to contribute, and her will to create, requires ultimately an exploration, an expansion and a strengthening of self-image. The goals of the program have been defined in a broad sense with the intention that those seeking the graduate degree will be the innovators in the shaping of their own work role. The objectives of TWT are to assist students in making more effective use of skills acquired as home managers and/or community workers; to explore, ex-



**Course Offerings — Tomorrow's Woman Today**

Ed 220	The Woman in Mid-Career
CS 235	Professional Community Service in Business
Ed 252	Human Relations Training for Personal Effectiveness
Ed 254.1	Women in the Social Structure: A Reappraisal of Feminine Psychology
Ed 255	Group Process
Ed 345	Writing and Editing for Professional Use
Ed 346	Woman in Management
Ed/En 349.2	Beyond Feminism: Perception of the Future Woman Through Current Literature
Ed/En 349	Woman in American Literature
Ed 379.2	Field Experience Practicum
Ed 400	Independent Study Counseling Lab (no credit)

**5. School Psychology**

The Division subscribes to the philosophy that its students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as familiarity with the social and biological conditions that are basic to normal and deviant human development. Moreover, the Division gives careful attention to the settings that might offer the student the best role models for professional functioning and integrates field experiences with the course offerings.

School psychology is regarded as a branch of psychology, requiring a scientific base for all procedures employed. The Division reviews a wide range of approaches, introduces students to them, and encourages students to evaluate their own responses from scholarly study and an examination of themselves. The attempt is to promote intellectual inquiry, scholarly vigor, and breadth of understanding which would facilitate a flexible professional approach.

The major objective of the School Psychology Division is to offer appropriate preparation to individuals seeking State certification as school psychologists.

This objective is accomplished by providing professional training grounded in psychological principles, that is related to other branches of knowledge, and that offers extensive and well-integrated field experiences. The Division's orientation is a broadly eclectic one that places a high priority on understanding human behavior and the acquisition of professional skills that would enable the individual to adapt flexibly to existing and emerging roles in the field.

An alternate objective is to provide training at the Master's level to individuals seeking a career in related professional areas in which education in psychology is deemed desirable. For example, increasing recognition has been given to the rehabilitation of offenders, life adjustment of the elderly, identification of special needs of preschool children, and enhancement of employee satisfaction.

Another objective is to enable individuals who plan to pursue one of the doctoral programs in psychology at another institution to take graduate-level courses that might fulfill their needs.

Students in school psychology do not need teacher training or experience to qualify for State certification as school psychologists. However, in view of the complexities of the school psychologist's role in modern society, and the often far-reaching implications of the school psychologist's work in the lives of people, the Division regards very seriously its responsibilities to graduate students, to the profession in general, and to the individuals and schools to be served. Consequently, the Division attempts to screen candidates very carefully, not only for academic credentials but also for a personality that is suitable for professional practice. The selection procedure may require a personal interview of entering students. Ongoing student review requires two separate interviews with full-time faculty members upon completion of the first 12 credits in the program. Students whose academic performance is of marginal quality or who demonstrate personality qualities that are not appropriate for the demands of professional functioning as a school psychologist may be requested to discontinue further course work and may be denied recommendations for State certification.

The requirements for students seeking provisional certification as school psychologists include both required and elective courses comprising a cohesive learning experience. The State requires a minimum of 45 credits of graduate work in a planned program of study, including the Master's degree. These 45 credits must be completed in addition to any waivers that may be granted on the basis of equivalent undergraduate courses. Waivers are based on an evaluation of the student's transcripts by the faculty in order to determine whether certain courses that have been taken as an undergraduate within the past nine years are acceptable in lieu of specific graduate courses.

For some students applying to the program, whose prior study does not permit any waivers, a total of 57 graduate credits may be required. In the number of credits required by the Division for an individual student, it should be noted that the total includes 6 credits of field work.

*On completion of all courses and the field-work, and award of provisional certification in school psychology by the State Department of Education, the student is required to complete a year's internship for 6 credits to preserve their certification.*

*For students who have taken a certain equivalent graduate courses at other institutions, a transfer of a maximum of 6 credits may be arranged subject to approval by the Dean.*

In pursuing the credit requirements for recommendation for the school psychologist certificate, the student will qualify for the Master's degree. In addition to 33 credits, award of the Master's degree in the School Psychology program requires the passing of a comprehensive examination and the completion of the course, "Philosophical Foundations of Education."

Those students who are interested only in a Master's degree, without intending to apply for certification in school psychology, are required to take the "Seminar in Education" in addition to the course, "Philosophical Foundations of Education." The comprehensive examination must also be passed.

For those who will be applying for Provisional Certification as a School Psychologist, courses must be taken from the following areas.

### **Human Growth, Personality Development, and Individual Differences**

*Ed 241	Psychology of Personal Adjustment	3
*Ed 246	Development Psychology	3
*Ed 335	Psychology of Personality	3
Ed 242	Abnormal Psychology	(3) elective
Ed 257	Career Development: Theory & Practice	(3) elective

**Evaluation Techniques**

*Ed 233	Educational Statistics	3
*Ed 236	Educational & Psychological Testing	3
Ed 338.1	Educational & Psychological Assessment I	3
Ed 339.1	Educational & Psychological Assessment II	3
Ed 340	Introduction to Projective Techniques	3
Ed 341	Administration of Projective Techniques	3
Ed 342	Administration of the Rorschach	(3) elective
Ed 342.1	Rorschach Practicum	(3) elective

**Individual and Group Intervention**

Ed 336.1	Behavioral Evaluation & Intervention	3
Ed 351	Counseling I	3
Ed 255	Group Process	(3) elective
Ed 348	Psychotherapy for School Psychologists	(3) elective
Ed 352	Advanced Counseling Practicum	(3) elective
Ed 353	Counseling with Young Children in Groups	(3) elective
Ed 356	Dynamics and Techniques of Group Counseling	(3) elective
Ed 373	Parent Counseling	(3) elective
Ed 373.1	Family Counseling	(3) elective
APY 271	Effective Interviewing	(3) elective

**Learning Theories**

Ed 334.5	Applied Theories of Learning	3
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**Other**

Ed 229	Philosophical Foundations of Education	3
So 254	Sociology of the Family & School	3
Ed 359	Seminar in Professional Practice	3
<b>or</b>		
Ed 309	Practicum in the Sociology of the School & Community (full-time students only)	(3)
Ed 239	Community Psychology	(3) elective
Ed 371	Research in Education & Psychology	(3) elective

**Field Work and Internship**

Ed 337	Field Work in Child Study I	3
Ed 337.1	Field Work in Child Study II	3
Ed 399.7P	Internship in School Psychology	6

**Special Education**

One course	3
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\*May be waived if equivalent course has been taken as an undergraduate.

The Standard Certificate as a School Psychologist may be awarded by the State to those individuals who acquire three years of successful experience under the provisional certificate and complete 15 additional semester hours of graduate credit beyond the provisional certificate. These credits must include, *but are not restricted to*, courses in the areas of (a) research; (b) understanding family relationships and other sociological factors; and (c) related disciplines, such as speech pathology, language development, special education, etc. The requirements for standard certification may be met, for example, with nine semester hours in each of the three specified areas and six credits in other courses.



## **6. Preparation of Teachers of Exceptional Children**

The following represent the current state requirements for certification as a Teacher of Handicapped Children.

Preparation of Teachers of Exceptional Children.

To receive a provisional certificate endorsed for Special Education, an applicant shall present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The essence of the certification program in Special Education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in Special Education is presented according to the format of the state certification law for preparation and includes courses in the following areas:

### **I. Psychoeducational Theory and Development of Handicapped Children**

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

### **II. Diagnosis of Handicapped Children**

Students possessing the outline developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

### **III. Program Planning and Education of Handicapped Children**

Survey, analysis and evaluation of programs available for handicapped children from the knowledge basis. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

### **IV. Curriculum and Methods of Teaching Handicapped Children**

The teaching process, albeit based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with the child his unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the Special Education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them, and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas, and to utilize several alternative approaches to the same end goal.

### **V. Practica**

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by university, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

### **VI. Special Education course planning will be in concert with the student's advisor.**

# Division of Administration and Supervision

“Here at the Graduate School of Education we’re very proud of our unique campus media facility, our outstanding computer center, our modern library, and our ‘caring’ faculty. Most of all, we’re proud of our graduates who put to practical use the knowledge they have gained here.”

Robert F. Pitt

Dr. Pitt is dean of the Graduate School of Education.

## Associate Professors

William J. Garrity, Jr.

Martin A. Stader

## Assistant Professors

Lester Silverstone

Director

# Courses of Study

## Ed 205 Basic Problems in Administration

A general consideration of the fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel, certified, auxiliary and paraprofessional will be evaluated.

*3 credits*

## Ed 256 Community Relations

A study of the interaction of interest groups within the community and the effect on education. The problems of the educational leaders in working with those communities of interest and pressure will be considered. Guest speakers from the communities will present ideas for discussion.

*3 credits*

## Ed 264.8 Teaching the Disadvantaged

A graduate course designed to help teachers and administrators understand the conditions which lead to educational difficulties. Methods will be explored for helping disadvantaged children to overcome these educational difficulties which arise from background and environmental conditions.

*3 credits*

## Ed 265 Curriculum of the Elementary School

Students in this class will be involved in a survey of curriculum development for the appropriate level; subject-centered curricula; their evaluation and the influences that will lead to the organization of the several types of "unit" and experimental curricula. Methods of cooperative participation of parents, teachers and administrators in curriculum organization will be considered.

*3 credits*

## Ed 266 Secondary School Curriculum: Foundations

This course will analyze the major factors which have caused the uncertainty in secondary school curriculum. Consideration will be given to the establishment of solid aims and objectives for the secondary school program. This course will present an intensive examination of the methods of developing and evaluating various curricular principles.

*3 credits*

## Ed 267 Secondary School Curriculum: Recent Developments

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems, and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines.

*3 credits*

## Ed 268 Workshop in Curriculum Re-organization

A course intended for those who wish to participate actively in a curriculum re-organization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his applied program.

*3 credits*

## Ed 268.5 New Approaches in Curriculum Theory

An advanced course in curriculum theory. After a general overview of recent curricula and their underlying rationale, the course will consider personal freedom as a goal for curriculum building. The relationship between emotional identification, imagination, and personal knowing as necessary developmental factors in the individual's growth toward freedom will be explored. The class will be expected to develop specific curricula from these theoretical considerations.

*3 credits*

**Ed 293 Principles of Supervision**

This course will consider the application of leadership principles and techniques to supervision within the school. Evaluation of personnel will be studied as it relates to the many factors operating in a given situation. Emphasis will be placed upon establishing evaluative criteria through group processes, particularly involving those who will be evaluated and those who will evaluate.

*3 credits***Ed 297 Administrative Leadership**

The course will consider various theories regarding concepts of leaders and leadership. Among items considered are: styles of management, approaches to leadership, methods of decision making, communication and group dynamics.

*3 credits***Ed 298 The Principalship**

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians, and cafeteria workers. Also, relationships with other organizational divisions at the local, state and federal level will be studied to determine their effects upon a school unit and the responsibilities of the principal.

*3 credits***Ed 303.5 Simulated Problems in Administration**

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

*3 credits***Ed 380 Organization and Administration of a School System**

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored.

*3 credits***Ed 382 Public Relations in Education and Administration**

The relations of school administrators with its varied publics and the media of communications. Techniques and media used to present educational interpretation patterns are presented. Trends in the development of broad public relations concepts are studied.

*3 credits***Ed 383 Policy Formulation in Administration**

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. In a workshop setting the student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes.

*3 credits***Ed 392 Problems in Professional Evaluation**

A consideration of the evaluative process as it pertains to school personnel. Evaluation will be viewed from the vantage point of the measurement specialist, the school administrator, teacher, and school board member.

*3 credits***Ed 393 In-Service Training of Teachers**

A course intended to assist principals and supervisors in developing and administering various programs for improving the professional competence of teachers and for stimulating the professional growth of those who evidence interest and potential for administrative and supervisory advancement. Factors regarding in-school programs, in-system programs, and programs outside the school system will be discussed.

*3 credits*



**Ed 395 Practicum in Administration  
and/or Supervision**

This course is designed to activate accepted principles of Administration and/or Supervision in real school situations and is subject to approval, supervision, and evaluation by the local school administration involved and by the Division of Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups.

*3 credits*

**Ed 396 School Finance**

In this course, school financial support is studied and analyzed from its origin to present practice. Sources of school revenues, local and state fiscal organization and procedures for distribution are included. Included is a detailed analysis of school district budgets, fiscal management and operation and control, auditing, and financing of capital outlay projects. Equalization formulas for stated aid, general and specific grants-in-aid and endowment funds will also be considered.

*3 credits*

**Ed 397 Educational Law**

A study of the legal status of the school district system in the United States; of school administration procedure as it affects the school district organization, the board of education, administrators, teachers, other employees, and pupils. Emphasis is placed upon state statutes, court cases, policies, and rules and regulations of state and local agencies created for the management of the school system.

*3 credits*

**Ed 399.2 Internship in Public School  
Administration**

The intern is required to do field work for a period of one academic year in the office of a superintendent of schools or his delegate working under his supervision and subject to his evaluation. The work will consist of a minimum of 5 hours per week of organized and directed field work and will require written reports and conferences with designated faculty members in the Division of Administration and Supervision of the University.

*6 credits*

**Ed 400A Independent Study in Administration  
and/or Supervision**

Individual projects in administration/or supervision undertaken with the agreement of and under the supervision of the Division of Administration and Supervision. Prior consultation with the Division is required.

*3 credits*

# Division of Counseling and Community Services

“After receiving my master’s at Fairfield I am continuing my studies there. The course work is both informative and professionally useful, but the most exciting thing is the faculty inter-relationship — the personal contact and attention has been, and is, invaluable.”

Anne S. Kipp

Mrs. Kipp is a guidance counselor at Joel Barlow High School in Redding, Connecticut.

## Associate Professors

Marguerite R. Carroll

## Assistant Professors

Ann Marie Wallace

Director

Sidney Callahan

## Adjunct Faculty

Patrick Bologna

David J. Cain

Richard P. Hageman, Jr.

Rev. Thomas A. McGrath, S.J.

Margaret A. Reddy

Mark Worden

### **Ed 220 Woman In Mid-Career**

The assumption for this course is that women do not know the variety of occupations and careers open to them and often have not had sufficient work experience to have identified their own most satisfying career. Through use of the Strong-Campbell Interest Test, and self-assessment techniques, students will learn their employment strengths, weaknesses, interest, and personal marketability. They will construct a specific career plan appropriate for them and will be provided individual career counseling as desired or required. *3 credits*

### **CS 231 Introduction to Community Services**

This course is designed to introduce students to the foundations of counseling in the community and to a spectrum of community service agencies. Students will also have the opportunity to become familiar with the services of agencies which serve the population of their interest. *3 credits*

### **CS 235 Professional Community Service in Business**

A survey course designed to familiarize the student with the basic concepts of American Business and the basic principles of management.

The relationships between business, economics, and government will be thoroughly discussed. Specific business topics to be covered include human behavior and motivation, labor unions and union contracts, production, marketing, and understanding financial reports. Case studies and outside reading assignments will be used to illustrate the pertinent facets of business activities being studied in class. *3 credits*

### **Ed 246.1 Psychology of Adulthood**

An intensive examination of the processes of human development from young adulthood through old age. Emphasis will be accorded the life crises of each sub-stage. Topics will include career, physical, cognitive, emotional and socio-cultural elements of adulthood. *3 credits*

### **Ed 251 Principles and Foundations of Guidance**

Surveys the philosophy and functions of guidance; the preparation and duties; the methods and models employed and the trends and issues in school counseling. Provides knowledge and appreciation of programs likely to promote efficient group and individual counseling services. *3 credits*

### **Ed 252 Human Relations Training For Personal Effectiveness**

The purpose of this course will be to assist participants to observe their interpersonal behavior in a number of ways. Students will examine assumptions, values and goals seeking to adapt new ones should old attitudes prove invalid to the participant. Confrontation skills, and high quality assertive, responses which include emphatic components, and elements of persuasion will be addressed. *3 credits*

### **Ed 254.1 Women In The Social Structure: A Reappraisal of Feminine Psychology**

Feminine psychology has variously been described as determined by anatomy or as innate to being a women and true of all women. Recent genetic research and findings, more sophisticated sociological studies throughout the world, demand a reappraisal as to the psychological nature of women. Group discussions will be based on historic and current material. Women guests with a variety of first-hand life experiences will be an additional resource. A deeper understanding of the impact of the social structure on male-female relationships is a fundamental goal of this course. *3 credits*

**Ed 255 Group Process**

Laboratory course whose focus is on group tasks in an interpersonal context. The student will observe the nature of his interactions with others and enhance his knowledge about the nature of groups and the laws of their development. *3 credits*

**Ed 257 Career Development: Theory and Practice**

The psychology of work and theories of career development are covered. Vocational interest tests are introduced in class, along with an exploration of career information systems. The emphasis of the course is on career counseling and guidance in the schools. Class members will write vocational autobiographies, interview workers, and visit and evaluate school career guidance programs. *3 credits*

**Ed 257.1 Work and Life**

Surveys the psychological and social dimension of work, with a special emphasis upon career counseling in community settings. Recent changes in the organization of work will be discussed, along with new pressures upon the family arising from women's participation in the work force. Psychological theories of occupational choice and achievement motivation will be studied with a focus upon successful occupational counseling. *3 credits*

**Ed 309 Practicum in the Sociology of the School and Community**

Designed for students (who have not had teaching experience) in cooperation with local public schools. Students participate in the actual school setting during the day in order to become acquainted with the educational process. This includes class visitation, attendance at staff meetings, visitation to community agencies and other relevant services. Supervision of this experience by a University professor who is resident in the school. (Permission of department). *3 or 6 credits*

**Ed 331E Techniques and Procedures in Guidance, Elementary School**

Following an examination of the role and functions of the elementary and middle school counselor, students are presented with specific techniques, procedures, and materials which can be used in a guidance program. Approaches to large group guidance techniques, affective curriculum development, and consultant skills with parents and teachers are considered. (Prerequisites: Ed 236, 251, 335). *3 credits*

**Ed 331S Techniques & Procedures in Guidance, Secondary School**

Following an earlier understanding of the philosophy and principles of guidance, students are exposed to specific techniques, procedures, and materials used in secondary school guidance programs. (Prerequisites: Ed 236, 251, 257, 335). *3 credits*

**Ed 345 Writing and Editing for Professional Use**

This course provides instruction in public relations techniques: the writing of news releases and feature stories; working with media (newspapers, magazines, radio, TV) to obtain coverage of news events or causes; basic research techniques for efficient use of libraries and reference sources; handling correspondence; preparing proposals to government agencies or foundations to secure funds or grants; writing and editing a bulletin or newsletter (dummies, galleys, proof reading); working with printers and photographers; what makes an article "work" and the discipline involved in controlling subjective material. *3 credits*

### **Ed 346 Women In Management**

The course is designed to develop managerial abilities for women and covers the following topics: traditional business organization and management, the changing nature of work in contemporary society and new opportunities for women in management positions, the impact of women on the workplace and the economy, professionalism and its requisite skills, appropriate management styles for women, the two-career family or how to combine marriage and career. Case studies of professional career women will provide ample evidence of women's ability to become effective executives. Also covered are the Equal Employment Opportunity Act of 1972 and other labor legislation relevant to aspiring women executives. *3 credits*

### **En 349 Women in American Literature**

The course attempts an explicit focus on various aspects of the American female experience, as perceived and represented by American women writers. Cather, Dickinson, McCarthy, Wharton, Chopin, Jong, and others will be discussed, and the possibility of a poetic female consciousness will be examined in the light of recurring imagery and metaphor. We will also explore the artistic treatment of the themes of alienation, love, sexuality, aging, and death, in the work of women writers from Fuller to Plath. *3 credits*

### **Ed (En) 349.2 Beyond Feminism: Perception of the Future Woman Through Current Literature**

Through a careful reading of current writings, both fictional and non-fictional, we will explore and evaluate the emerging, post feminist image of woman. Referring to works by Tom Wolfe, Bengis, Barth, Kesey and others, we will examine contemporary female personae, as well as portrayals of lifestyles and moods of the seventies. Our conceptualization of the "new" woman will further be predicated on important writings in periodical literature. *3 credits*

### **Ed 351 Counseling I**

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: Community Counseling: all basic psychology courses and at least 24 credits in the program. School Counseling: all course work previous to Introductory Practicum. *3 credits*

### **Ed 352 Advanced Counseling**

Emphasis is on dynamics of the counseling relationship through analysis of live counseling situations. (Prerequisite: Ed 351, Permission of the department). *3 credits*

### **Ed 353 Counseling Young Children in Groups**

Considered are the theory and techniques of group counseling with nursery school through middle school children. Students augment course learning by assuming responsibility for leadership of an actual counseling group. Group meetings are taped and evaluated for each student's professional development. (Prerequisites: Ed 351). *3 credits*

### **Ed 354.3 The Counselor As A Resource in the Community: Models For Developing Counseling Skills of Non Professionals**

This course is intended for professionals in student personnel, teaching, vocational guidance, school psychology, or for counselors in such settings as schools, rehabilitation agencies, corrections, alcohol and drug centers and other similar community agencies.

The purpose of the course is to focus on the teaching skills that enable one to train para-professionals in communication and counseling skills. Models will be presented which can be used for in-service training on non professionals in various school and community settings. *3 credits*



**Ed 356 Dynamics and Techniques of Group Counseling**

Students explore the dynamics of interpersonal relationships in a laboratory setting as participant in a group and observer of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: Ed 351).

*3 credits*

**Ed 356.1 Advanced Group Counseling**

Advanced laboratory course for counselors working with groups in a school or community setting. Students will further enhance their sensitivity to the psychodynamics of the group counseling process. (Prerequisites: Ed 351, Ed 356 and permission of the instructor).

*3 credits*

**Ed 358 Introductory Practicum in Guidance and Counseling**

Live school counseling experiences under supervision of a faculty member through observation and audiovisual mechanical reproductions. Students will work in schools and other agencies with children, parents and professional personnel. (Prerequisite: Completion of all course work leading to certification).

*3 credits*

**CS 358 Practicum in Human Services**

A schedule of weekly experiences arranged with the student in agencies outside of the elementary or secondary school setting. This will include post-secondary educational institutions, mental health settings, counseling centers, hospitals, recreation centers or rehabilitation centers. Field work will be supplemented by weekly supervision at the University. (Prerequisite: Completion of all course work previous to Practicum).

*3 credits*

**Ed 373.1 Family Counseling**

The course will survey the field of family therapy with special emphasis on the structural family model and the "three generation general systems model of interlocking triangular relationships." Audiovisual presentations of teaching tapes will be used as part of the learning experience.

*3 credits*

**Ed 374 Counseling As Consultant to School and Community**

An advanced course focused on the process of consultation with parents, teachers, administrators and mental health professionals working within school and community systems. Emphasis will be placed on defining the role of the consultant, exploration of consultative models and the development and implementation of effective skills applicable to a variety of professional settings.

*3 credits*

**Ed 379.2 Field Experience Practicum**

The supervised practicum offers the student in TWT an opportunity to experience the practical aspects of the world of work. It enables the student to translate skills already acquired in home, volunteer settings, or past work experience, and it assists in further defining new work roles for the student.

The practicum may be in any area, other than a current work setting, which the student feels is applicable to her needs, interests, and abilities.

*3 credits*

**Ed 399.7C Internship in Counseling and Guidance**

A work experience in a counseling and guidance program in a school setting for those who have not had teaching experience. Interns are supervised during the entire school year in the work setting by faculty of the Counseling Division. (Prerequisite: Permission of Division).

*3 credits per semester*

**Ed 400C Independent Study in Guidance and Counseling**

Students may do individual projects in consultation with an individual faculty member.

*3-6 credits*

**Counseling Lab — separate fee**

The purpose of this required group counseling lab is to enable participants to re-enter the academic world comfortably. Through group dialogue participants will share experiences, confront insecurities and discuss related personal problems inherent in the readjustment process. This laboratory meets once a week for 10 weeks. (The lab is open to women in other divisions of the graduate school).

*no credits*

# Division of Educational Media

“My knowledge of television as both an educational and entertainment media has increased a hundred-fold. As an intern, I have been able to produce, direct, and write closed-circuit television shows, and for Connecticut Public Television (CPTV), located on the campus, I have had responsibility as associate producer and technical director, and have operated the audio console, film chain unit, and color cameras. The experience is fantastic.”

Diane Dusick

Miss Dusick is a student working for a master's degree in education with concentration in Media.

## Professors

Ibrahim M. Hefzallah  
Director

## Adjunct Faculty

Arthur Lalime  
John J. Lauria  
Joseph M. Wall  
Marion S. Walsh

**Ed 271 Audio Visual Methods in Teaching**

Survey of different types of teaching materials and tools and their efficient application in teaching; principles of integrating multi-media in teaching. *3 credits*

**Ed 272 The School Library**

The role of the school library in the teaching — learning process. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments. Teaching elementary and secondary school students efficient ways of using the school library. *3 credits*

**Ed 272.1 Cataloging of Teaching Materials**

Principles of classifying and cataloging of teaching materials for optimum access and retrieval by the student and the teacher. *3 credits*

**Ed 272.2 Seek & Search**

How to find information, and how to teach elementary and secondary school students efficient ways of retrieving information. *3 credits*

**Ed 272.3 Selection and Evaluation of Teaching Materials**

Sources of information on teaching materials; principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels. *3 credits*

**Ed 273 Sounds of Learning**

How to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs. *3 credits*

**Ed 274 Production of Audio-Visual Materials**

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment. Lab fee \$20.00. *3 credits*

**Ed 275 Photography for Teachers**

The role of the still picture in communication with particular emphasis upon instruction; the design and production of instructional still pictures. Mechanics of camera operation and darkroom techniques. *3 credits*

**Ed 276 Educational Motion Pictures-Theory & Practice Part I**

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing, and actual production of sound super 8mm films. *3 credits*

**Ed 276.1 Teaching Film Animation to Children**

The course is designed to explore and train teachers in simple animation techniques which can be taught to children. Prior knowledge of motion picture photography is not a pre-requisite. *3 credits*

**Ed 276.2 Motion Pictures - Theory & Practice-Part II**

The course is designed for those who have taken Ed 276 or Ed 276.1 and are interested in pursuing and developing their understanding of the motion picture medium, and their skills in producing films. (Prerequisite Ed 276 or Ed 276.1). *3 credits*

**Ed 277 Educational Television - An Introduction 1**

Television as a communication medium, learning from television; present and future use of television in education, planning schools for the use of television. Production of a short instructional television program. *3 credits*

**Ed 277.1 The Video Experience**

Using single-camera - video tape recorded system, the course explores simple and creative production and utilization techniques of TV in education. Teaching children how to use portable TV equipment to enrich their learning. *3 credits*



**Ed 277.2 TV, Foreign Language ESL and Bilingual Education**

The course is designed for foreign language, ESL and bilingual teachers who are interested in exploring the use of television in bilingual education. Students enrolled in the course will work with the TV medium to produce short educational TV programs. The course will be team - taught by a professor in bilingual education and a professor in educational television. *3 credits*

**Ed 278 Educational Television - An Introduction II**

Production of educational television programs: the picture element in television, pictorial composition and continuity, television lighting and sound, editing and principles of script writing. (Prerequisite: Ed 277). *3 credits*

**Ed 279 Seminar in Educational Technology**

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite 15 credit hours in media courses). *3 credits*

**Ed 280 Motion Picture Appreciation**

The evolution of motion pictures as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures. Teaching motion picture discrimination on different school levels. *3 credits*

**Ed 281 Administration of Educational Media Programs**

Administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting, planning schools for instructional technology application. (Prerequisites: Ed 271 and 274). *3 credits*

**Ed 281.1 Research in Educational Media Administration**

Independent study with emphasis upon research in administering educational media programs. (Prerequisite: 15 credit hours in media courses). *3 credits*

**Ed 399.4 Research in Educational Media**

Prerequisite 15 credit hours in educational media courses. *Credit by arrangement*

**Ed 399.5 Internship in Educational Media**

The internship is for full time students who seek firsthand experience in educational media management. *Credit by arrangement*



# Division of School and Applied Psychology

“My feelings about my experience at Fairfield’s Graduate School of Education are extremely positive. The foundation I received for continuing my lifelong learning experience, the content of the curriculum, and, more important, the ‘life’ message of the faculty who taught me, was very relevant and gratifying, both personally and professionally.”

Thomas Golden

Mr. Golden is a guidance counselor in the Carmel Central School District in Carmel, New York.

## Professors

Alexander Tolor

## Associate Professors

Robert Dubroff  
Director

## Adjunct Faculty

Ann M. Black  
John T. O’Meara  
Martin Rosmarin

**APY 212 Industrial Psychology**

A study of individual differences, job analysis, personnel selection, placement, testing, training, motivation, incentives, working conditions and occupational safety. *3 credits*

**APY 218 Organizational Psychology**

An analysis of formal and informal organizations, systems concepts and analysis, group dynamics, leadership, change agents, conflict, management development. *3 credits*

**APY 231 Research Communication**

Skills development for communication of findings to divergent interest groups. Techniques for identifying readiness of groups; for accurate interpretation of complex studies; for eliciting responses and interaction from affected groups. Formats in the popular media evaluated. *3 credits*

**APY 248 Applied Social Psychology**

A study of group processes, social norms, conformity, deviance, inter group tensions, prejudice, opinion, communications. *3 credits*

**APY 271 Effective Interviewing**

This course is designed to offer training to individuals whose work requires a high level of skill in communicating. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview. *3 credits*

**APY 337 Supervised Field Experience**

In consultation with the student, placement in a field setting in keeping with the student's interest. Seminar experience in the evaluation and development of community psychology practice in respective field settings. *3 credits*

**APY 357 Quality of Working Life**

A study of the concepts, principles, and techniques of enhancing, defining, measuring, and changing the quality of working life in contemporary organizations. Case illustrations and analysis will be included. *3 credits*

**APY 359 Family Service Practice**

The family studied as an intimate group in growth, varying between fulfillment and shortcomings. As a setting for the development of personality tones; as a resource for coping with the outside world.

Techniques of family counseling: identification of the problem, the resources, the framing of delimited goals. Role of support functions, reacting the impulse toward health, strengthening ego functions.

Review of current family practice; new opportunities developing in the field. *3 credits*

**APY 371 Research Applications**

Research and evaluation as related to various human service settings. Procedures that are employed in the experimental investigation of relevant human problems; examination of the appropriateness of specific research designs. Critical evaluation of selected studies reported in the literature. *3 credits*

**APY 349 Supervised Research**

Practical experience will be afforded students in conducting independent research under supervision on an applied problem of their own choice. Careful attention will be given to problem delimitation, development of an appropriate methodology, data analysis, and report writing. Students will be expected to prepare a paper similar to that usually submitted for consideration for journal publication. *3 credits*

**Ed 233 Educational Statistics**

Consideration will be given to the factors involved in the derivation, interpretation, and use of measures of central tendency, variability, relative position, regression and correlation, prediction and sampling. *3 credits*

**Ed 236 Educational and Psychological Testing**

Concepts and principles of educational and psychological testing encompassing purposes, characteristics, and types of tests, administration, scoring, and interpretation of test results. Emphasis on aptitude, interest and achievement testing. (Prerequisite: Ed 233). *3 credits*

**Ed 239 Community Psychology**

A study of new developments in psychological services: identifying communities; determining needed services; reference to programs in action. Career development for the community psychologist; effective communication with the community. 3 credits

**Ed 241 Psychology of Personal Adjustment**

A study of the process of adjustment of normal individuals, particularly in the ages of childhood and adolescence; identification of abnormal adjustment reactions; applications of mental health principles to school, family, and community settings. 3 credits

**Ed 242 Abnormal Psychology**

Covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology. 3 credits

**Ed 246 Developmental Psychology**

Intensive study of the processes of human development from birth through adolescence contributing to personality formation to realize the individual potential. The factors of sub-cultures and varying educational forms will be evaluated; the application of mental health principles studied. 3 credits

**Ed 334.5 Applied Theories of Learning**

Major learning theories are related to school problems and their management. Special focus is on behavioral modifications, including ethical considerations and limitations. (Prerequisite: Ed 335). 3 credits

**Ed 335 Psychology of Personality**

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others. (Prerequisites: Ed 241, 246). 3 credits

**Ed 337 Field Work in Child Study I**

Field work in the evaluation of intelligence and adjustment status of students in school settings. Assistance given in arrangement for the field placement; weekly seminar attendance is required. (Prerequisite: Ed 340). 3 credits

**Ed 337.1 Field Work in Child Study II**

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required. (Prerequisite: Ed 337). 3 credits

**Ed 338.1 Educational and Psychological Assessment I**

*"Introduction to the background and principles of individual assessment techniques. Special problems of psychodiagnostic testing of minority group children will be considered. Major emphasis will be placed on the administration, interpretation and reporting of the Wechsler Scales."* 3 credits

**Ed 339.1 Educational and Psychological Assessment II**

*"The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Ravens, Bender-Gestalt, Goodenough Drawing, WRAT, Frostig and related instruments, designed to assess intellectual and perceptual functioning."* 3 credits

**Ed 340 Projective Techniques I**

Intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender Gestalt Test, Draw A Person, T.A.T., are among instruments studied. (Prerequisite: Ed 335, 334.5, 338.1). 3 credits

**Ed 341 Projective Techniques II**

Advanced course which prepares students for administration, scoring, and interpretation of selected projective techniques, with emphasis on the thematic tests. Skills (Prerequisite: Ed 340). 3 credits

**Ed 342 Administration of the Rorschach**

Advanced course providing training in the administration, scoring, interpretation, and report writing for the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practice. (Prerequisites: Ed 340, 341). 3 credits



#### **Ed 342.1 Rorschach Practicum**

Intended not only to equip students for adequate administration and scoring but also to prepare for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: Ed 342).

*3 credits*

#### **Ed 348 Psychotherapy for School Psychologists**

This course is intended to sensitize the student to the meaning of specific therapeutic transactions with children and their parents. Access to clients is required. For advanced students by permission only.

*3 credits*

#### **Ed 359 Seminar in Professional Practice**

An introduction to the practice of school psychology. On site visits to schools and presentations by working professionals. Emphasis on case referrals, consultation, perspectives on assessment and program development.

*3 credits*

#### **Ed 371 Research in Education and Psychology**

Research and evaluation in the schools; procedures and practice in experimental investigation of school related problems; appropriateness of evaluation and measurement techniques. Practical consideration affecting coordination of research in the schools. (Prerequisites: Ed 233, 236).

*3 credits*

#### **Ed 399.7P Internship in School Psychology**

One full year or two years of half time work experience under the dual supervision of University personnel and a certified school psychologist in the field. (Prerequisite: Completion of all course work in the school psychology program leading to certification).

*6 credits*





# Division of Special Education

"I found the Special Ed program at Fairfield to be an excellent preparation for both practical and doctoral work. The faculty is extremely strong . . . very knowledgeable. Graduate study at Fairfield was a very favorable experience."

Richard M. Natale

Mr. Natale is in Special Education at Andrew Warde High School in Fairfield, Connecticut.

## Professors

Jerome Schiller

## Associate Professors

Margaret C. Deignan  
Director

## Assistant Professors

William H. Johnson

## Adjunct Faculty

Beatrice Krawiecki  
Richard Natale

### **SE 185-186 Internship in Special Education**

Involves a minimum of one full semester of full time teaching experience with exceptional children. Fulfills all requirements for state certification when student spends one full year (two semesters) in this position. *6 credits*

### **SE 203 Issues & Problems in Special Education**

This course is designed to accommodate both special and non-special education majors. Problems will be described as thoroughly as possible and Issues and opposing positions will be identified. Previous attempts at solutions and resolutions will be explored. Practical suggestions on how the problems may be dealt with effectively in the schools will be discussed. Specific issues and problems will include: labeling, demonstrating effectiveness, individualizing instructional programs (IEP's), mainstreaming, deinstitutionalization, early identification, parental involvement, and nutritional factors and behavior. *3 credits*

### **SE 211 Introduction to Mental Retardation**

This course will be oriented toward developing an understanding of mental retardation as a medical, sociological, educational and psychological problem with implications for prevention and intervention. *3 credits*

### **SE 213 Introduction to Learning Disabilities**

This course introduces Learning Disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion. *3 credits*

### **SE 217 Introduction to the Emotionally Disturbed Child**

Compares normal and atypical patterns of personality growth from infancy through the school years. *3 credits*

### **SE 221 Education of the Talented and Gifted**

An introductory course focusing on the characteristics and identification of, curriculum planning for, and learning styles of the gifted student. *3 credits*

### **SE 225 Education for the Exceptionally Creative Child**

To explore the characteristics of exceptionally creative children, the methods for identifying these children, and the special needs of these children, and to study theories of creative development, and the implications these theories have for the education of the exceptionally creative child. *3 credits*

### **SE 227 Special Education Learning Center**

Implications for regular and special teachers of mainstreamed handicapped children. The purpose of this course is to clarify the interaction between special and "regular" educational programs for mildly handicapped children, including mentally retarded, learning disabled and socially/emotionally disturbed children. Specifically the content will focus on the procedures for coordinating the education of these children in the learning centers and in the regular classes. Topics will include such things as: procedures for mainstreaming; the role of the special educator as consulting teacher; instructional and behavior management, support of the special child in the regular class; involving parents in the education of their handicapped child; observation and reporting techniques. *3 credits*

### **SE 232 Management Techniques in Special Education**

The major portion of the content will focus on various techniques for improving behavior of problem students in regular and special education programs by regular and special education teachers. Content will include such items as behavioral analysis, task analysis observation techniques, measuring and recording behavior change, changing teacher behavior. This course has no prerequisites and is open to both special and non-special education majors. *3 credits*

### **SE 236 Administration of Educational Tests**

A course designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments. *3 credits*

**SE 237 Measurement and Evaluation in Special Education**

The purpose of this course is to provide information and skills that will assist in the administration, scoring and interpretation of tests, and the development of informal inventories and tasks used for educational assessment of school children. Topics will include such things as: the meaning and interpretation of standard scores, standard deviation and standard error; what precisely is a diagnostic test; interpreting achievement test data; task analysis; comparison of norm with criterion referenced testing; item analysis; variant uses of standardized tests.

*3 credits*

**SE 242 Educational Considerations of the Multihandicapped**

Examination of the characteristics of and interventional programs for multihandicapped populations within special education settings. This will include all levels of handicapping conditions from mild to profound. Specific topics will include such things as: interaction effects of specific handicapping conditions (for example the effect of learning disabilities on mental retardation); the role of differential diagnosis; settings for the multihandicapped; programs for the multihandicapped; legal considerations in placement and programming; issues in the education of the multihandicapped.

*3 credits*

**SE 248 Information Processing in Exceptional Learners**

Identification, analysis and evaluation of factors which interfere or enhance students' abilities to process information. Discussions will focus on such things as: attention; distractibility; hyperactivity; impulsivity; sequential vs simultaneous information processing; memory; & figure ground organization. These and others will be viewed as they operate within learning disabled, mentally handicapped, behaviorally disordered and brain damaged children.

*3 credits*

**SE 259 Developmental Reading Implications in Special Education**

This course is designed to provide a review of basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students and the development of reading.

*3 credits*

**SE 265 Prescriptive Curricula in the Pre-School**

A clinical approach to continuous developmental educational planning in the nursery school and kindergarten.

*3 credits*

**SE 271 Early Intervention & Preschool Education**

An introductory course representing current data on the early detection of learning problems and subsequent early intervention in the preschool. Topics to be covered include: determining a preschool handicapped population (screening and diagnosis), and an overview of early intervention procedures including developmentally planned programs, language and cognitive training programs, total scope compensatory programs and deficit training programs. Case approaches in early identification and intervention will also be presented.

*3 credits*

**SE 334 Diagnostic Evaluation of the Learning Disabled Child**

This course deals with the evaluation of the educational, functional, structural and personality assets and liabilities of a learning disabled child within his family and school setting. (Prerequisites: Advanced standing and permission of the instructor).

*3 credits*

**SE 335 Clinical Teaching I****SE 335.1 Clinical Teaching II**

A six credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature, and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 213, SE 361)

*6 credits*

**SE 337 Curriculum & Methods in Mental Retardation**

Curricula and methods presently in use with the retarded at each level of schooling will be presented. Emphasis will be on the mildly retarded in public school settings.

*3 credits*

**SE 340 Practicum**

Students will complete a project involving field work in Special Education. This course does not cover the requirements, and cannot be used, for certification in Special Education. *3 credits*

**SE 352-352.1 Workshop in Special Education**

Pertinent psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 213, SE 335, SE 361). *6 credits*

**SE 357 Comprehensive Planning for the Trainable Mental Retardate**

Developmental and behaviorally oriented approaches to the care, training, and vocational and social habilitation of the moderately and severely retarded child. *3 credits*

**SE 361 Diagnostic Procedures in Special Education**

Evaluation of learning abilities of exceptional children using formal and informal approaches. (Prerequisite: SE 213). *3 credits*

**SE 375 Program Planning in Special Education**

This course is designed to examine past, present and future trends and issues in Special Education. An emphasis is placed on recent legislation and litigation at the federal, state and local levels, with special emphasis on the State of Connecticut. A critical examination of placement and programming options and alternatives for exceptional children within this context, including the rights and responsibilities of children, parents and educators. *3 credits*

**SE 390-390.1 Practica in Special Education**

Focus in these courses is on effective teaching of children with a least two types of handicapping conditions. Two different settings will be employed. Students working for both certification and Certificate of Advanced Study may use one of these courses to fulfill the C.A.S. Practicum requirement. *6 credits*

**SE 397 The Law & Special Education**

The course will provide an in-depth study of the current federal and state laws. Particular emphasis will be placed on PL94-142 and PA10-76 and their implications and impact on mainstreaming in Connecticut. Comparisons of neighboring states' adoption and implementation of this law will also be discussed. *3 credits*

**SE 399 Seminar in Special Education**

To assist students in the integration and synthesis of their knowledge and experience. Seminars will be by arrangement and will be directed by the faculty member. *3 credits*

**SE 399.1 Advanced Seminar in Case Study**

An in-depth analysis of specific topics in special education. (Prerequisite: permission of the instructor) *3 credits*

**SE 400 Independent Study in Special Education**

Provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. Permission is by application to Division Chairman. *3 credits*



# Division of Foundations and Teaching

"I found that the graduate school at Fairfield was an intellectual challenge. My courses of study were demanding and therefore very gratifying. The quality of the faculty was superior. Most importantly for me — the content of my English courses was directly applicable to my classroom teaching."

Elinor H. Carr

Mrs. Carr teaches English at Greenwich High School, Greenwich, Connecticut.

## Professors

James P. Vail

## Associate Professors

Rev. Francis W. Lewis, S.J.  
Director

Chester J. Stuart

## Assitant Professors

Alfred G. Tufano

## Adjunct Faculty

Robert E. Bolger

Alice Cavanaugh

William L. Curnin

Thomas deTullio

Mary L. Fox

Robert Gillette

June Gould

Robert W. Halapin

Michael Hibbard

Bena Kallick

Joanna Nicholson

Marion B. Schmidt

John J. Schurdak



### **Ed 181-182 Directed Observation and Supervised Student Teaching**

Internship program for students who have been approved as qualified candidates for teaching in secondary schools. It will bring students into direct classroom contact. The dynamics of classroom management, techniques of teaching, organization of lesson plans, duties as members of a school, faculty, guidance responsibilities are emphasized. Individual and group conferences are held. Each student is assisted, observed and evaluated by the Director of Teacher Training, the Supervising Teacher, and a faculty member in the academic field of the student's field of specialization. Course will require a minimum of 180 hours. (*Undergraduate Credit*) 6

### **Ed 183 Teacher Observation (for students granted waiver of Ed 181-2)**

*No credit*

### **Ed 185-6 Internship in Teaching**

The student spends a minimum of one semester in a public school under the supervision of a clinical professor. 6 credits

### **Ed 229 Philosophical Foundations of Education**

This introductory course will be an application of the basic concepts of philosophy to education in general, and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his own thought out philosophy of life. 3 credits

### **Ed 240 Humanizing Learning**

A study of the sources, theory, and practice of Humanistic Education, with special focus on classroom implementation. 3 credits

### **Ed 247 Educational Anthropology**

This course introduces students of education to the basic, anthropological concepts in relation to educational problems. It traces the origin and development of man and culture in order to show educators the variability and universality of culture, the relationship of society and culture and the processes of social change. It studies the social institutions of the primitives and the problems of civilization as a background for the understanding of present day society. 3 credits

### **Ed 248 Educational Sociology**

This course analyzes certain major educational topics and problems from a sociological point of view. It emphasizes the point that will be of greatest use to classroom teachers and administrators. It examines the role of the school in society, its functions, the social development of the child, the social environment of the child and adolescent, the social structure of the community and nation, the social problems of population-race-crime. It also shows the role of the teacher in relation to career, school, child and society. 3 credits

### **Ed 259 Developmental Reading in the Elementary School**

An overview of the physiological and psychological aspects of reading, the materials and methods applicable for group and individual instruction in the elementary grades. 3 credits

### **Ed 259.1 Developmental Reading in the Secondary School**

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas. 3 credits

### **Ed 260 Techniques of Remedial Teaching**

A case history approach to the educational remediation of a wide variety of children who are exceptional. This course will focus upon familiarization with educational diagnostic instruments and implementation of techniques of curricular adjustment to meet the needs of individual differences. 3 credits

### **Ed 261 Current Issues in the Teaching of Reading**

An identification of critical issues and an appraisal of recent practices in the teaching of reading. Recent research will be reviewed as well as varied proposals for classroom application. 3 credits

### **Ed 261.1 Teaching Reading in the Elementary School**

Practical background of philosophy and strategies for the development of a total reading program. Materials and methods for developmental reading, personal reading and reading in the content fields will be discussed. 3 credits

### **Ed 262 Teaching Mathematics in the Elementary School**

The first half of the course is devoted to a study of the basic concepts of mathematics in the elementary school. Sets, number systems, fundamental operations of arithmetic, and elementary concepts of geometry will be considered. The second half is concerned with a critical analysis of techniques, approaches and mechanical aids used in the teaching of arithmetic.

*3 credits*

### **Ed 262.5 Contemporary Literature for Children**

A survey and analysis of 20th century literature for children. The integration of literature and the language arts curriculum will be emphasized. Both print and non-print materials will be analyzed.

*3 credits*

### **Ed 262.6 Traditional Literature for Children**

A survey of myth, fairy tale, folktale, fable and the emerging types of literature for children. Enduring works of juvenile fiction of the 19th century will be studied. Both print and non-print materials will be analyzed.

*3 credits*

### **Ed 263 Communicative Arts**

An analysis of the interrelationship between elementary reading, writing, speaking, and listening with emphasis on the factors pertinent to the transfer of skills.

*3 credits*

### **Ed 263.5 Interpersonal Relations in the Classroom**

Interpersonal relations in the classroom setting with special focus on nonverbal communication is the prospectus of this workshop. Through group discussion, mini-lesson demonstrations and experimental exercises, participants will acquire techniques for effective teacher-student interaction.

*3 credits*

### **Ed 264 Secondary School Methods**

A treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school.

*3 credits*

### **Ed 264.1 Special Methods in Secondary School English**

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization; approaches to the study of literature and procedures most cogent in the field of grammar, composition, oral communication and dialogue.

*3 credits*

### **Ed 265 Curriculum of the Elementary School**

Students in this class will be involved in a survey of curriculum development for the appropriate level; subject-centered curricula; their evaluation and the influences that will lead to the organization of the several types of "unit" and experimental curricula. Methods of cooperative participation of parents, teachers and administrators in curriculum organization will be considered.

*3 credits*

### **Ed 266 Secondary School Curriculum: Foundations**

This course will analyze the major factors which have caused the uncertainty in secondary school curriculum. Consideration will be given to the establishment of solid aims and objectives for the secondary school program. This course will present an intensive examination of the methods of developing and evaluating various curricular principles.

*3 credits*

### **Ed 266.8 Workshop in Secondary School Curriculum**

(Combination of "Foundations", Ed 266, and "Curriculum Reorganization", Ed 268)

This course will emphasize the practical aspects of curriculum development within the context of current problems in secondary school education. Focus will be placed on updating in subject matter and curriculum materials with both an interdisciplinary and individual subject-matter approach. Each student will create his own curriculum under the personal supervision of the instructor.

*3 credits*

**Ed 267 Secondary School Curriculum:  
Recent Developments**

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems, and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines. *3 credits*

**Ed 268 Workshop in Curriculum Re-organization**

A course intended for those who wish to participate actively in a curriculum re-organization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his applied program. *3 credits*

**Ed 268.5 New Approaches in Curriculum Theory**

An advanced course in curriculum theory. After a general overview of recent curricula and their underlying rationale, the course will consider personal freedom as a goal for curriculum building. The relationship between emotional identification, imagination, and personal knowing as necessary developmental factors in the individual's growth toward freedom will be explored. The class will be expected to develop specific curricula from these theoretical considerations. *3 credits*

**Ed 268.8 Workshop in Teaching the Basic Skills**

This workshop will focus on the teaching of the basic skills from K-12 with a review of current trends in the Back to Basics Movement. Students will share ideas with other class members and curriculum materials will be provided for evaluation. The class will consider the restructuring of the academic program for non-graded, continuous progress curriculum. *3 credits*

**Ed 269 Diagnosis and Remediation of  
Reading Difficulties**

A study of methods and techniques of diagnostic and remedial work in reading in both the elementary and all fields of the secondary schools. Lectures and demonstrations by the instructor, reading, observation and practice in building a case study by the student. Opportunity is given for experience with various techniques. *3 credits*

**Ed 334 Theories of Learning**

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education will be covered in class. Investigation of other theories will be required for individual reports. *3 credits*

**Ed 390 Practicum in Teaching**

The solving of a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

**Ed. 392.4 Teacher Evaluation and Accountability**

This course considers problems in present-day teacher evaluation and accountability. The Connecticut law on teacher evaluation is studied, instruments for teacher evaluation currently in use are critically analyzed, and areas where accountability can be validly assessed are carefully delineated. Students design their own instruments for teacher evaluation and student achievement assessment. *3 credits*

**Ed 399 Seminar In Education**

Each member of the seminar makes an independent study applying techniques of educational research and submits reports which are discussed in class meetings. *3 credits*

**Ed 400 Independent Study in Teaching/  
Curriculum/Foundations**

*3-6 credits*

### Courses in Bilingual Bicultural Educations and E.S.L.

Coordinator: Thomas de Tullio

#### **Ed(Sp) 212 Spanish Language Arts in Bi-lingual-Bi-cultural Programs**

A course designed to aid the teacher in choosing proper and suitable literature of the Spanish speaking world with emphasis on Puerto-Rican, Cuban and Mexican works in order to enhance the following: native linguistic competency, English linguistic competency-oral and graphic; appreciation of native literature with emphasis on stylistic and cultural insight. The choice of proper testing techniques for each of the above areas will give special attention to the more individualized types of learning required very often in Bilingual-Bicultural programs. Offered in Spanish. *3 credits*

#### **Ed 220.1 Teaching English as a Second Language**

This course considers contrasting English with the student's native language. Pronunciation, structure and vocabulary are stressed. The use of multi-media is also included. *3 credits*

#### **Ed(Hi) 250 Workshop for Teachers in Puerto Rican History & Culture**

The Puerto Rican child and the Family Puerto Rican holidays and customs, art, literature and foods, spiritualism. Consideration will be given to illustrious men and women of Puerto Rico. Guidelines for curriculum materials will be developed. *3 credits*

#### **Ed 264.7 Creative Methodology in Multilingual Teaching**

A course intended to keep the prospective teacher or practicing teacher of foreign language and those involved in Bi-lingual bi-cultural programs abreast of current trends in second language and culture education with special emphasis on the development of a creative methodology within a standardized curriculum. *3 credits*

#### **Ed 274.1 Production of Audio-Visual Materials for Multilingual Teaching**

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment. Lab fee \$20.00. *3 credits*

#### **Ed 277.2 TV and Multilingual/Multicultural Instruction**

The course is designed for foreign language, ESL and bilingual teachers who are interested in exploring the use of television in bilingual education. Students enrolled in the course will work with the TV medium to produce short educational TV programs. The course will be team-taught by a professor in bilingual education and a professor in education television. *3 credits*

#### **Ed 323 Principles of Bilingualism**

A psycholinguistic study of the various aspects of first language acquisition, second language learning, and compound and coordinate bilingualism. *3 credits*

#### **Ed 324 E.S.L. in Bi-lingualism**

Techniques to teach English to the non-native. Emphasis on multi-media and skill development. *3 credits*

#### **Ed 325 Methods and Materials in Bi-lingual-Bi-cultural & ESL Programs**

A course designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials including testing materials to meet the individual needs of students in a class or program. Special emphasis is on linguistic, writing, reading comprehension and listening comprehension in the native language and English with a scope on both cultures. *3 credits*

#### **Ed(SE) 325.1 Introduction to Bilingualism and Special Education**

Introduction to types of learning disabilities, diagnosis and classroom remedial techniques. No previous courses in Special Education or Bilingualism required. *3 credits*

#### **ED./SE/325.2 Issues in Bilingualism and Special Education**

A course designed to aid the teacher of non-native English speaking children in assessing degrees of bilingualism and recognizing a special education child. How to deal with the "no English" barrier and the special education of the disabled child. *3 credits*



**Ed 326 Workshop in Preparation of Teachers for Optimal Participation in Assessment Programs for Bi-lingual-Bi-cultural & ESL Education**

A course intended to train the teacher to assess the performance, achievement and intelligence of culturally varied children. The objective is to improve the educational opportunities of these children through proper and commensurate choice of testing materials and placement procedures. *3 credits*

**Ed 326.1 Testing and Assessment-Bilingual and E.S.L.**

A course intended to probe the following areas: Language dominance, techniques in testing the non-native English speaking child, the bilingual child, language proficiency and I.Q., assessing language and reading comprehension. *3 credits*

**Ed 327 Workshop in Bilingual-Bicultural & ESL Curriculum Development**

Source of materials, study guides, lesson planning, audio-visual materials, library and resource center, teacher made materials. *3 credits*

**Ed 399 F.L. Seminar in Multilingual/Multicultural Education**

Discussions of periodical publication in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation. *3 credits*

**So 228 People and Culture of Puerto Rico**

A course designed to acculturate the Anglo teacher to the Puerto-Rican life style, value system, heritage of Puerto Ricans. *3 credits*

**So(Ed) 285 Socio-Educational Issues in Multilingual/Multicultural Education**

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child. *3 credits*

**So(Ed) 286 Issues in Multilingual/Multicultural Communication**

A course designed to probe into the relationship between language usage and variety; patterns of sex discrimination and integration; role stereotyping and specialization across and within modern societies. *3 credits*

**Sp 203 Intensive Conversational Spanish**

For the teacher with little or no fluency in Spanish. This course intends to provide the teacher with a functional command of modern spoken Spanish with particular emphasis on the idiom of Puerto Rico. *3 credits*

**Sp/Fr/Ed 308 Workshop in Spanish, French Acculturation**

Designed to teach the teacher of foreign language and those involved in Bilingual/Bicultural programs the approaches to use in the preparation and implementation of curriculum enrichment materials through which students become acculturated in the culture they are studying. *3 credits*

**Sp 282 Stylistics and Composition**

To perfect the skill of writing with emphasis on advanced grammar and vocabulary building through the development of personal style by analysis and imitation of the style of selected hispanic writers. *3 credits*

**Sp 285 Phonology and Conversation**

A course designed to help the teacher or prospective teacher of Spanish to better his command of the language both orally and in writing. A programmed text in phonology will be used in conjunction with films. Conversation and controlled composition will compose the major part of the class with special emphasis on vocabulary expansion and modern idiomatic expression. The teacher will be greatly aided in teaching the sounds of Spanish through practical rather than theoretic experience. *3 credits*

**Sp 289 Advanced Structure and Idiom**

A course intended to help the teacher or prospective teacher of Spanish to better his command of the language both orally and in writing. Conversation and controlled composition will compose a major part of the class with emphasis on vocabulary expansion and modern idiomatic expression. *3 credits*

**Sp 295 The Spanish of Puerto Rico**

For the teacher with a high degree of fluency in Spanish. This course intends to acquaint the teacher with modern idiomatic speech of Puerto Rico. *3 credits*



**Sp 299.1 Puerto Rican Literature (Novel, Short Story, Essay, Poem)**

A survey of modern Puerto Rican authors with emphasis on the impact they have had on the modern Puerto Rican. *3 credits*

**Sp 297 Relevant Puerto Rican Writers**

A course intended to acquaint the Anglo teacher with those writers that have had particular impact on the contemporary life style of Puerto Ricans. All types of literature will be studied with special emphasis on the magazine, newspaper and social ethics writer. *3 credits*

**Sp/Ed 309 Workshop in Spanish and American Transculturation**

A course to prepare the teacher or prospective teacher in bilingual or E.S.L. programs to be more culturally aware of the target cultures with which he deals and how to prepare materials to enhance the non-native English speaking child's adjustment to his American environment while enhancing the Anglo child's opportunity to learn about other cultures from those in his class. *3 credits*

**Courses in Computer Assisted Instruction**

Coordinator: John J. Schurdak

**Ed(Cs) 285 Introduction to Computers**

This course is designated to introduce students to computer organization, operations, and programming. The course covers the organization of data processing systems, methods of data storage, the use of flow charts, the fundamentals of data flow, and an introduction to programming. No prior knowledge of computers is required. This is a CAI course administered by the Fairfield University Instructional Computer System. *3 credits*

**Ed(Cs) 286 Computer Programming for Teachers**

In this course students will learn the APL computer language using the University's 1500 instructional system. Emphasis will be placed on programming topics and techniques with instructional applications. *3 credits*

**Ed(Cs) 289 Applications of Computers in Education**

This course will emphasize the effective use of the computer in the classroom. Students will survey the present applications of computers in schools—computer literacy courses, problem solving uses, simulation, CMI, and vocational and technical training. Using programming skills acquired in Ed(Cs) 288, students will develop instructional computer units in their own teaching area. (Prerequisite: Ed(Cs) 286. *3 credits*

**Ed(Cs) 361 Seminar on Computer Assisted Instruction**

A range of aspects of computer assisted instruction will be covered, including critiques of computer course strategies in the light of theories of instruction and principles of learning, discussions of available equipment and of the state of the art, and an introduction to the writing of courses in the Coursewriter language. Instructional terminals connected to an IBM 1500 computing system will be available to members of the seminar. Admission to this seminar by approval of the instructor. A prior course in Theories of Learning is recommended. *3 credits*

**Ed(Cs) 388-388.1 Practicum in Computer Assisted Instruction I and II**

Practicum affords students an opportunity to prepare curriculum materials for presentation by computer. Students have access to an IBM 1500 instructional system. *3-6 credits*

**Courses in Cultural Subjects and Teaching Fields**

Coordinator: Rev. Francis W. Lewis, S.J.

**AS 299 Dialogue in American Studies**

This seminar is an interdisciplinary approach to the study of the American. It will be conducted by a number of visiting lecturers discussing such topics as: Irreligious American, the American as the Political Animal, the American and His Art, the American Hero Reflected in Films, the Over-psyched American, etc. *3 credits*

**AS(En) 212 Contemporary American Poetry**

A study of major trends in contemporary American poetry, with emphasis on the dominant "schools" that have emerged during the post-war period — Confessional poetry, beat poetry and the New York School. *3 credits*

### **AS(En) 213 The American Drama I**

A study of American drama from O'Neill to Albee. The best plays of the era lend themselves to such a study. O'Neill's *Long Day's Journey into Night*, T.S. Eliot's *The Cocktail Party*, MacLeish's *Scratch*, Wilder's *Our Town*, Miller's *Death of a Salesman* are all representations of American myths. 3 credits

### **AS(En) 214 The American Drama II**

A survey of the American theatre from the second war to the present. There will be adaptations, such as Mosel's *All the Way Home* and Frings' *Look Homeward Angel*, comedies such as Simon's *Odd Couple* and Feiffer's *Little Murders*, two plays by Frank Gilroy, Tennessee Williams, and Arthur Miller, some melodrama, and two experimental plays. In all, there will be twenty-four plays on the reading list. 3 credits

### **AS(En) 271 American Literature: 1607-1830**

This course is divided into three phases: Colonial literature (1607-1765), the literature of the Revolutionary Age (1765-1790), and the literature of the Early National Period (1790-1830). The first phase is primarily an examination of the Puritan writers and their ideational literature. The second examines the literature of the revolution and the non-political writings of Franklin and the Connecticut Wits. The emphasis of the course will be on the Early National Period with the examination of the major works of Charles Buckden Brown, Washington Irving, William Cullen Bryant, Philip Freneau, and James Fenimore Cooper. 3 credits

### **AS(En) 272 Development of American Romanticism**

This course includes extensive readings of the major authors of the period: Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman. There is also an analysis of the transcendental movement and a survey of the minor writers in this period. 3 credits

### **AS(En) 272.7 Edgar Allan Poe: Black Hole of Inner Space**

A thematic re-examination of Poe's body of work through the brilliant prism of Carl G. Jung's psychoanalytic. 3 credits

### **AS(En) 273 American Romanticism: Literature 1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others will be examined in this course. 3 credits

### **AS(En) 274 American Literature: 1920-Present**

The development of the modern American writer will be traced from the post World War I era through the depression and into the cold war period. The course will concern itself with the writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. 3 credits

### **AS(En) 275 American Poetry**

An intensive study of American poetry; emphasis will be placed on the form and techniques which the poet has chosen, as well as on the cultural milieu from which his poetry derives its symbols and meaning. Taylor, Thoreau, Emerson, Whitman, Dickenson, Melville, Pound, Eliot, Stevens. 3 credits

### **AS(En) 278 Myth and Mythmaking in American Literature**

A study of the dominant myths and archetypes in American culture from its origins to the present, as these are seen in American literature. An investigation into the nature and function of myth itself as a projection of man's creative imagination, and an investigation into the existential necessity of myth in man's life. Comparisons will be made to the myths of our cultures and other times. Readings will include Whitman, Dreiser, Melville, Hawthorne, Fitzgerald, Faulkner, Ferlinghetti, and Flannery O'Connor. 3 credits

### **AS(En) 298.3 Existential Themes in American Literature**

A study of major Existential themes in selected American authors. As one of the most vital intellectual and moral forces in the 19th and 20th Centuries, Existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, and theism vs. non-theism. Emphasis will be placed on the European origins of Existentialism, and European works will be read along side of American works for comparison of common concerns. Attention will be paid to the Existential worldview in American authors not conventionally thought of as Existentialists. Among the European writers to be read as Kierkegaard, Kafka, Sartre, Camus, and Beckett. Among the American writers are Emerson, Hawthorne, Faulkner, Flannery O'Connor, Miller, Malamud, Ellison, Updike, Bellow, and Albee. *3 credits*

### **AS(Hi) 245 The Formulation of U.S. Foreign Policy I**

The decision-making process in U.S. foreign policy. The Presidency, Congress, Department of State, Department of Defense, the Agency for International Development, the National Security Council and the Central Intelligence Agency. The influence in the decision-making process of the news media, public opinion, pressure groups and regionalism. *3 credits*

### **AS(Hi) 246 The Formulation of U.S. Foreign Policy II**

U.S. Regional Policy, NATO and Europe, METO and the Middle East, Africa, South Asia. SEATO and Southeast Asia. Northeast Asia. The OAS, the Alliance for Progress and Latin America. ANZUS Australia and New Zealand. *3 credits*

### **AS(Hi) 261 Social History of the United States to 1865**

This course examines the social factors behind the migration of the English between 1620 and 1640, and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; the romanticism of the early 19th century. *3 credits*

### **AS(Hi) 262 Social History of the United States Since 1865**

This continues an analysis of our society; the culture of the Gilded Age; the influence of modernism on philosophy and religion; the political and social outlook of the Lost Generation, the impact of the Great Depression on our culture. *3 credits*

### **AS(Ph) 194 American Philosophy**

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of Philosophical ideas in America to literature, religion and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James and John Dewey. *3 credits*

### **AS(Po) 207 American Law and Social Responsibility**

A study of the foundations of modern jurisprudence dealing with the theories and systems of law, the forms and methods of trial, law in the modern world, and societal response. *3 credits*

### **AS(Po) 215 American Political Parties**

The study of nature, function, ideology, origins, development, organization, resources, campaigns and elections of American parties as they bear upon other institutions within the political system. Evaluations and comparisons of the American party system will be drawn. *3 credits*

### **AS(Po) 216 The American Technique of Political Campaigns**

The primary concerns of the course will be: political membership, commitment and life; the creation of issues—precise, imprecise, and new; the making of the candidate—the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique. *3 credits*

**AS(Po) 219 European Sources of  
American Political Thought**

Political theory from Hobbes to the present: Hobbes, Locke, and the compact theory; Harrington and interest groups; French political theory, Rousseau and the Revolution; Hume and his destruction of the natural law; Burke and tradition; Hegel and Marx; liberalism and utilitarianism; Mill and a modernized liberalism; the modern ideologies. *3 credits*

**AS(Po) 231-2 The Supreme Court and the  
American People**

The Constitution is the supreme law of the land. However, it is interpreted by nine men at different historical periods with wide variations of meaning. "The law is what the judges say it is." This course is a study of the changing perspectives of our Constitution as exemplified in the historic decisions of the Supreme Court from John Marshall to Chief Justice Burger. *6 credits*

**AS(Po) 240 State Politics (or Government)**

A study of state constitutions and powers; branches of the political edifice and the attendant bureaucracy including its dynamism. The problems of finances and budget are considered with some concern of the effect upon county and local government. Law enforcement and other selected problems and functions are included. *3 credits*

**AS(Po) 261 The American Presidency**

A study of the role of the contemporary president in the political system. Electioneering for president will be considered in conjunction with the qualifications and origins of the office. Special emphasis is given to the president as chief executive and legislative leader. The president's relationship with the courts, his own party and other political factors lead to a study of his role as politician-in-chief. The evaluation of presidential performance and reforms is considered in the context of current domestic and foreign policy questions. *3 credits*

**AS(Po) 262 The United States Congress**

A contemporary study of the Congress within the context of the political system. The formal powers and organization of Congress are a prelude to an analysis of behavior patterns which characterize electioneering, the committee system, party leadership structure, social make-up, and folkways of the Senate and House of Representatives. Special consideration is given to interest groups and constituency pressures as they bear on demands for policy-making and internal reforms. *3 credits*

**En 205 Literature for Young Adults**

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives, and contemporary society. *3 credits*

**En 222 Teaching Expository Writing**

This course will consider how a writer, professional or student, discovers a subject, identifies an audience, gathers data, finds a voice, manipulates language and materials, creates a design, writes, rewrites, and evaluates. Types of exposition will include the personal essay, the essay test, the research report and writing about literature. *3 credits*

**En 282.2 Grammar & History of the  
English Language**

This course includes a study of the nature and importance of the language: Old English, Middle English, English Grammar, the 18th century attitude toward language, English speech and writing, and influences affecting modern language and usage and variety in English. *3 credits*

**Fr 242.1 Poetry and Drama of the  
Nineteenth Century**

The emphasis will be heavily on the poetry of the 19th century, from Romanticism through Symbolism and including Baudelaire and the Parnassian poets. Stress will be placed on both the development of the Romantic poetry into the Symbolist Movement and relevance of this poetry to modern literature. Students will be required to present a short analysis of some of the poems in class. A paper will also be required. Conducted in French. *3 credits*



**Fr 253 Existentialist Literature**

The course will deal with the works of Malraux, Sartre, Camus, Simone de Beauvoir, and others; it will treat the existentialist view of man and the world as it emerges from novels, plays, and essays. Frequent reports plus critical papers required. Emphasis on class discussion. *3 credits*

**Ma 209 History and Philosophy of Mathematics**

This course is designed to provide the non-mathematician with some insight into the history and philosophy of mathematics. Mathematics will be considered not as a scientific tool, but as an intellectual achievement of man. Additional topics will include an introduction to several areas of modern mathematics. Elementary theory of sets, logic, probability, number theory, mathematical games and the axiomatic approach will be investigated. *3 credits*

**Ma 215 Set Theory and Transfinite Numbers**

Logic; Axioms of set theory; set operations and their calculus; theory of maps; order and Zorn's Lemma; number systems and equivalence classes; denumerable and non-denumerable sets; similarity; ordinal numbers; cardinal numbers *3 credits*

**Ma 219 Number Theory**

Divisibility; congruences; quadratic reciprocity; number theoretic functions; diophantine equations; continued fractions; distribution of primes; algebraic numbers; transcendental number. *3 credits*

**Ma 223 Probability and Statistics**

Sample spaces; discrete and continuous probability; random variables and probability functions; joint distribution; continuous distribution. *3 credits*

**Ma 231-232 Abstract Algebra**

Introduction; sets, logic, maps and number systems; survey of abstract algebraic structures; groupoids, semi-groups, monoids and groups; rings, fields, vector spaces, modules and algebras; Galois Theory. *6 credits*

**Ma 241-242 (Euclidean and Non-Euclidean) Geometry**

Euclid's elements; Critique of Euclid; Hilbert's axiomatic approach; the non-Euclidean geometries of Lobachevsky and Riemann; models of non-Euclidean geometries; finite geometries; projective geometry; intuitive topology. *6 credits*

**Ma 251-252 Linear Algebra**

Introduction (sets, number systems, abstract algebraic structures); linear vector spaces; linear operators; matrix representation of linear operators; special matrices; determinants; systems of linear equations; eigen-values and eigen-vectors; metric linear algebra; special linear operators; canonical forms; linear and quadratic forms. *6 credits*

**Ma 261-262 Advanced Analysis: Real Variables**

Advanced set theory; metric and topological spaces, measure theory, modern theories of integration. The Riemann, Cauchy-Riemann; Riemann-Stieltjes and Lebesgue integrals. *6 credits*

**Ma 271-272 Topology**

Metric spaces; topological spaces, separation axioms; compactness; connectedness; homology theory; homotopy theory. *6 credits*

**Ma 281-282 Advanced Analysis: Complex Variables**

Complex numbers; theory of analytic functions; Cauchy's Theorem; Cauchy's Formula; contour integration; residue theory; conformal mapping, applications. *6 credits*

**So 212 Social Psychology**

An analysis of individual behavior in the social situation including such elements as motives, attitudes, and values; as well as the psychological dimensions of social organization. *3 credits*

**So 223 Human Ecology**

This course studies the spatial and distributional patterns of human beings as they attempt to adjust to the environment, the reciprocal relations between persons and their environment, aggregation, organization, community structure, dominance, migration, mobility and succession. *3 credits*



### So 224 Sociology of the Future

This is a pioneer course in the study of the great problems and developments that are projected for the future. It stresses the need to integrate the past in terms of the future, and permits the student to help plan the course. It will search for relationships and correlations between social phenomena and the future.

3 credits

### So 232 Urban Sociology

This course studies the nature, growth and function of urban regions, the factors involved in the growth of cities, the origin of suburbs, and the structures and processes related to concentrations of population. Urbanism and industrialism are considered in the light of the problems and issues of education.

3 credits

### So 252 Sociology of the Family

An analysis of the structure and function of the family system as a basic social institution. Attention to various forms of material and familial behavior in America as compared to that of other cultures. The role of social change in family disorganization.

3 credits

### So 254 Sociology of Family and School

*A study of present day family life in our national sub-cultures; the effects on the key features of child personality. Consideration is given to the value structures of school systems; to the interactions between parents and school systems; to the outcomes for children in these interactions. Trends in current cultural change are noted.*

3 credits

### So 282 Criminology

This course treats the origin, causes, and history of crime, the theories and methods of crime prevention; social factors in delinquency; case studies of delinquents and criminals; principles and techniques of punishment and rehabilitation.

3 credits

### Courses in Early Childhood Education, Environmental Studies, and Alternative Education

Coordinator: Joanna Nicholson

#### Early Childhood Major

(All courses have \$15. Workshop fee)

#### Ed 201 Exploring Early Childhood

This course will be geared primarily to teachers, parents, leaders, and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development. (Required) 3 credits

#### Ed 201.1 Exploring Early Childhood for Public School Teachers

Using materials developed by the Educational Development Corporation of Newton, Massachusetts, this course will acquaint public school teachers with methods and materials that can effectively be used in teaching a course in Child Development to high school students and/or child care workers. The course will enable teachers to experience the materials as learners and will also provide an opportunity for students to practice the teaching. 3 credits

#### Ed 202 Observing and Recording

This course will deal with the skills needed to look at and see children being children, to learn their language, to objectively record the process and to begin to interpret the data collected. (Required) 3 credits

#### Ed 204.1 Art and Early Childhood Education

This workshop will familiarize the student with art materials and explore their potential for creative experiences. The course will stress the role of art and expressive activities in all areas of the curriculum. 3 credits

#### Ed 204.2 Music and Early Childhood Education

An introduction to Orff instruments, found sound, home made instruments rhythms and the curriculum will be the elements of this course. Composition, observation and relating music to the child's development will also be included. 3 credits

**Ed 204.3 Movement and Early Childhood Education**

Rhythms, spatial awareness, and the body's attitudes in space, movement exercise for physical fitness, the development of body awareness and the understanding of individual abilities and differences will be introduced in this workshop. Curriculum development taking into account individual differences and step-by-step stretching of abilities will be experienced and understood.

*3 credits*

**Ed 205.4 Administration of Day Care Centers and Pre-Schools**

This course offers the directors and teacher directors of pre-school programs the opportunity to identify, experience and strengthen their administrative abilities. As a group a network of support systems tailored to specific needs of individual directors will be created. There will be opportunities to work with experts in the field of business and management.

*3 credits*

**Ed 206.7 Introductory Workshop in Infant and Toddler Education**

This course offers students the opportunity to study the development of the child during the first three years of life, including the critical examination of existing infant curricula and the design and development of infant programs within the home and day care or play group environments.

*3 credits*

**Ed 206.12 Home as a Learning Laboratory: Bridging the Gap Between Home and School**

Sessions will deal with learning and fun a pre-schooler can obtain from the weekly trip to the supermarket; how to turn your kitchen into a science laboratory and your bathroom into an art studio; how junk and kitchen scraps can become special projects for you to share; how a ten minute walk around the corner can start collections, begin science concepts and add up to ten hours of fun and learning. Making books with children and bibliotherapy will be among the other subjects taught in this course.

*3 credits*

**Ed 213.41 Language and Literature for the Young Child**

Children's literature will be used as a vehicle for getting to know children and in turn helping them to develop self-awareness. Teachers, day care workers and parents of the pre-school child will be introduced to books which will in turn be used as stepping stones to a variety of activities.

*3 credits*

**Ed 217.81 Outside the Classroom: Using the Outdoors for Early Childhood**

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

*3 credits*

**Ed 304.6 Discipline as a Positive Learning Experience**

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums stealing, lying, swearing, violence, eating difficulties and disobedience will be explored.

*3 credits*

**Ed 325.1 Multi-Cultural Early Childhood Education**

Through Workshops, hand-on activities, field trips, and multi-media experiences, teachers and parents of pre-school children will discover ways to bring the child's heritage into the classroom or home. The total curriculum will be utilized to enliven the pride in understanding one's heritage.

*3 credits*

**Ed 400EC Advanced Early Childhood Studies**

This independent study project is an arranged liaison with a day care, nursery school, hospital or library. An independent project requirement and an advisor from the University would be the link between the field site and the University.

*3-6 credits*

## Environmental Studies

### **Ed 208.3 Integrating Experiences for the Middle and Secondary Grades**

This course will explore how a learning community can develop and how real experience can enrich curriculum content and skills. We will eliminate the vicarious. Participants will discuss the personal needs of students and teachers with special attention given to the blending of academic and social living skills. This course is especially relevant to middle, junior and high school situations. A field experience, a short backpacking trip, will be required. Equipment will be supplied. *3 credits*

### **Ed 217.5 Environmental Studies: The Community and the Outdoors**

This workshop series seeks to develop in the participants the ability to draw upon their immediate "neighborhood" as a primary resource for learning. The process of planning and organizing interdisciplinary studies from a wide range of starting points will be explored, together with ways of building skills and furthering knowledge in science, mathematics, language, social studies and art, within an enquiry based framework, including outdoor studies and workshops with natural materials. (K-6) *3 credits*

### **Ed 217.41 Curriculum Development in Environmental Studies**

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods, and a variety of other communities of living things. Games, crafts, books, and just plain facts are included to make a program rich in opportunities for learning and growth. *3 credits*

### **Ed 217.51 Using Nature Centers and Other Environmental Related Groups As Resources For Teaching**

Visits will be made to nature centers, zoos and environmentally related companies and organizations to identify ways of using their facilities, services and other resources to enrich your teaching. Your use of their facilities and their assistance to you at your school are both emphasized in this course. *3 credits*

### **Ed 217.7 Interdisciplinary Studies of Long Island Sound**

We will explore Long Island Sound through field trips and workshops to show the interdisciplinary approaches to this unique outdoor environment. Through the course a background of oceanography, marine biology, history, geology and aesthetic qualities of the sound will be developed so teachers will be able to incorporate and expand their own skills. *3 credits*

### **Ed 217.71 Oceanography**

The physical structure, tides, currents and life systems of the oceans of the world are studied. Field trips onto the Long Island Sound and to its shores and estuaries give the students opportunities to master collection and measurement techniques. The interaction of the ocean and our culture including our present environmental impact on the oceans will be a concern here. *3 credits*

### **Ed 217.9 Natural History Studies of Connecticut**

This course will provide a background in the natural history of Connecticut. Field trips and workshops will include sessions on Connecticut flora and fauna and the interrelationships of these plants and animals. *3 credits*

### **Ed 308.3 Exploring the Sky and Universe for Classroom Teachers\***

This course will develop a multi-faceted, multi-dimensional approach to presenting the Universe to students. Through the making of simple equipment, the observation of the day and night skies, modern theories and ancient myths, techniques will be developed for presenting astronomy. The modern theories of astronomy and their impact on man's thought will be explored. Local observatories and planetariums will be used. *3 credits*

### **Ed 308.9 Classroom and Backyard Gardening**

Sessions will involve teachers with the art and science of growing plants to enrich their classrooms. Activities will include the basics of both indoor and outdoor gardening, indoor greenhouses, vegetable gardening. An interdisciplinary approach will be taken to relate gardening to the curriculum. Open to people with green and not so green thumbs. *3 credits*

**Ed 311.1 Introduction to Ecology**

This course is designed to give the students an understanding of basic ecological principles. The diverse plant and animal communities of the Audubon Center will be our classroom. Emphasis throughout the course will be on practical application of these principles to local environmental problems. *3 credits*

**Ed 311.35 Wetland Studies**

The physical and biological nature of wetlands such as swamps, marshes and bogs will be studied. The role of wetlands in the water cycle and laws relevant to man's impact on them will be a focus. Extensive field experiences will enable students to develop collection and measurement skills. *3 credits*

**Ed 311.4 Power to the People: Energy in Our Lives**

The types of energy, the sources of energy and the uses of energy in our society and others is the focus. The environmental impact of our energy-using habits and the alternatives of the spaceship earth approach will be compared and contrasted. *3 credits*

**Ed 311.5 (a,b,c) Environmental Studies: Advisory Services**

This course makes the fullest possible use of the community resources. With the help of the Environmental Studies advisor, the student identifies a person in the community who has skills and knowledge the student wishes to learn. A contrast is then developed between the student, the community resource and the Environmental Studies advisor which specifies what is to be learned and how mastery is to be measured. Resources include nature centers, corporations, and people active in environmental issues in the tri-state area. Contact the Coordinator of the Environmental Studies Major for a list of opportunities for independent study projects. Some projects are available at *only* certain times of the year. Plan ahead. *3-9 credits*

**Ed 312 Ecology II; Problems and Projects\***

An in-depth look at the functioning and structure of ecosystems with emphasis on field techniques and methods. (Prerequisite Ed. 311.1 or permission of instructor.) *3 credits*

**Ed 318.1 Role of the Leader for Environmental Action**

A series of 14 seminars, each dealing with an environmental problem. All will be led by environmental activists, currently working on the problem which they will present. Each seminar will focus on the nature of the problem, the methods by which one can get involved, the way to involve students in environmental action and the human and other resources available, to develop a synergism between one's own efforts and the energies and resources of others. Topics include population, energy, organization, water resources, pollution, world hunger, politics and economics of earthmanship living etc. *3 credits*

**Ed 390.5 Practicum in Interpreting the Natural World of Children**

Teachers will be able to work with children and to explore the Audubon Center in depth together. The first week in orientation toward the possible activities that can take place at the Center such as woodland studies, pond and stream, pioneer life, arts and crafts and creative expression. The mornings of the second and third week are utilized by the teachers working directly with the children on the activities available at the Center. Afternoons are spent preparing for the following day. Of special importance will be discussion on how the activities may be extended or modified to be incorporated into regular classroom settings.

**Open Education****Ed 206.2 Children and Their Books**

Children's Literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers, and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum. *3 credits*



### **Ed 206.9 Innovative Methods for Teaching Children to Read**

This course is designed to survey and evaluate trends, techniques, recent programs, and materials in innovative reading approaches. A wide variety of recent developments in reading will be explored. Specific and varied approaches will be investigated as they relate to backgrounds, experiences, and goals of the participant in this course. *3 credits*

### **Ed 208.3 Integrating Experiences for the Upper Grades**

This course will explore how a learning community can develop and how real experience can enrich curriculum content and skills. We will eliminate the vicarious. Participants will discuss the personal needs of students and teachers with special attention given to the blending of academic and social living skills. This course is especially relevant to middle, junior and high school situations. A field experience, a short backpacking trip, will be required. Equipment will be supplied. *3 credits*

### **Ed 208.8 Methods of Exploring the Individual as American Hero**

Personality sketches of significant Americans, some well-known, some less well-known, some who have helped shape our history: Emma Willard, Robert Frost, Hutchinson, Harold Krents, Thoreau, and others. These heroes will be "sandwiched" between social studies and literature. Values clarification and self-actualization exercises will be used to "season the sandwich." Themes will include: hero as moral person, hero as conqueror and hero as humorist. Each class will feature a workshop that will highlight an appropriate teaching technique for the use of biography in the classroom. *3 credits*

### **Ed 210 Workshop in Child-Centered Learning: A Creative Approach to Curriculum**

An introduction to some of the thinking behind open education through process oriented workshops, readings, and discussions. Personal experience in actually doing, followed by reading and talking about practical application in the classroom. Sessions include an experience activity in the following areas: math, reading, language arts, art crafts, social studies, movement, music, science, cooking, poetry, creative dramatics. *3 credits*

### **Ed 212 Case Studies in Open Education**

Students identify a problem in relating theory to practical matters of classroom management. They share the "case" with the class, consolidate the thoughts and suggestions with the resources they investigate on their own, and apply all this input to the classroom problem. Class limited to twenty. (Pre-requisite: at least 2 courses in open education). *3 credits*

### **Ed 213.4 Extending the Curriculum Through Children's Literature**

The focus will be on utilizing children's literature through interpretation, creative expression and integration. Participants will be exploring themes of well-known works, as well as learning how to develop and use their own and children's own imaginative creations. The relationship of children's literature to all areas of learning will become evident. *3 credits*

### **Ed 214.4 Experiences to Develop Interdisciplinary Approach to the Study of the American Indian**

Workshops in Indian arts and crafts such as basketry, beading, leather work, clay. Understanding the environment as the Indian did in the past and developing an awareness of the plight of the American Indian in the changing environment we now know. The experiences provided all are suited for classroom use and will be a good basis for understanding American culture. *6 credits*

### **Ed 216.1 Maths in the Open Classroom: Beginnings**

Study of child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g. Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. Study of the world around us to see math in the environment. All activities are related to use in the classroom. *3 credits*



**Ed 218 The Role of the Teacher  
in the Open Classroom**

This course will attempt to help teachers better understand children through observation of individual differences, intellectual equipment, motor and body management, capacity to relate to other children and differences in styles of learning; to deepen awareness of the behavioral difficulties of children and methods of helping them, to become increasingly aware of the resources of the school and the community in assisting children and parents. *3 credits*

**Ed 218.2 Classroom-based Research and  
Evaluation for Teachers**

How to collect and look at the work of children for the purpose of providing for the individual needs of children. Strong emphasis will be on integrating individual children's interests into the school curriculum. Samples of children's art, writing, constructions, and peer interactions will be used as data. *3 credits*

**Ed 218.4 Organizing and Managing  
Today's Classroom**

Topics will include: using the basics to achieve individualization; integrating the reality of a curriculum with the philosophy of individualization; organizing the physical classroom to promote independent learning; creating materials to meet individual learning needs; easing paperwork (scheduling, selection, record-keeping), setting priorities and budgeting time, relating to students; evaluation procedures; motivation, planning, and accountability. *3 credits*

**Ed 265.2 Using Games in Teaching**

Games of skill, games of strategy, simulation games, and games to enhance self-image will be related to all curriculum areas, meeting group and individual needs. *3 credits*

**Ed 302.1 Creative Activities**

This course is about making and doing. We will explore the possibilities of simple materials when used both in the making of something, and in the use of it, such as book making and journal keeping, puppet making and play writing, instrument making and music. The emphasis will be on the process of making up a painting, book, play, poem, pot, puppet, song, dance, story environment, etc. based on each person's own everyday life, dreams and fantasies, and how all of these can be integrated in curriculum. *3 credits*

**Ed 306 Teaching and Reaching Children  
Through Their Senses**

As a young child, we experimented with learning and speaking, seeing, touch and movement, taste and smell. We also developed certain sensory modalities and lost awareness in others. However, anyone can recondition himself, and learn to perceive more fully, to see as a painter or sculptor might, and hear as a musician; to use his hands more like a craftsman and to move with the spatial awareness of a dancer or athlete. A teacher who is aware of his sensory patterns and those of his students will understand and communicate more effectively and be in command of various techniques for clarifying new material: orally, visually, kinesthetically, tactilely. *3 credits*

**Ed 308.4 Maths in the Open Classroom:  
Extensions**

"Maths in the Open Classroom: Beginnings" opened up many new materials and techniques. This course will build upon those beginnings studying the patterns and structure of arithmetic, geometry (metric and non-metric), and problem solving strategies interpreting the Piagetian developmental levels mathematically. Students will learn the mathematics involved, develop activities and cards for classroom use. (Ed 216.1 prerequisite) *3 credits*

**Ed 333.3 Educating Both Halves of the Brain**

This course is a metaphor for thinking about individualization and integration — two familiar concepts in education. But it will take as a starting point some of the recent research on the hemispheres of the brain, a not-so-familiar concept in education. We will explore strategies for promoting many paths to learning (individualization) and a greater use of the total mind and body (integration of intuitive-holistic and analytic-verbal thinking). *3 credits*

# Division of Religious Education

“The administrative internship courses I studied at Fairfield were very instrumental in furthering my career, as was my in-service experience which gave me an excellent understanding of the various facets of school administration. The help I received from my counselor, both during and after my graduate work, contributed greatly to my career objectives.”

Juan S. Lopez

Mr. Lopez is the principal of Elias Howe Elementary School in Bridgeport, Connecticut.

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Martin A. Lang  
Director

**RE 205 Contemporary Theology and Culture**

A study of contemporary theological thinking for teachers and clergy centering on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching. *3 credits*

**\*RE 216 New Testament Theologies and Their Catechetical Implications**

The synoptic gospels as theological adaptations of the original "Jesus teaching." The evangelists and the primitive Christian community as shapers of the message, adapters to the needs of the peoples of their times. A catechetical methodology is developed based on the presentations of the evangelists and the pedagogical procedures they employed using the tools of higher criticism. Participating student work based on readings from Taylor, Leon-Dufour, Jeremias, Dodd, Marxen, and Perrin. *3 credits*

**RE 218 Current Christological Issues**

Contemporary theological thinking about the person of Jesus and his significance for Christianity today. Traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus. The quest to re-establish the centrality of Christ in Christian catechetical teaching. Problems of the self-awareness of Jesus, his divine and human character. *3 credits*

**\*RE 220 Johannine Theology and Present Religious Thought**

A study of the fourth gospel using the tools of higher criticism to discover the basic Johannine themes and techniques. Reading from the biblical text with major consideration of the commentaries of Brown, Schnackenburg and Bultmann with contributing opinions from the other standard commentators. A transposing of the Johannine themes into contemporary catechetical ideas. *3 credits*

**RE 223 Pauline Theology and Religious Thinking Today**

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life. Attention to such themes as sin, justification, baptism,

eucharist, and church. Readings from Paul and the commentaries. The Pauline themes and church practices as models of study for the religious educator in his appraisal of Christianity today. *3 credits*

**RE 229 Christian Ethics: Personal and Communal**

An exploration of newly developing Catholic positions in ethics. The community as well as the person in moral decision-making. The personal "ought" as rooted in the social "ought." Man as responder. Major contemporary moral issues will form the background of the course. *3 credits*

**\*RE 253 The Shared Ministry**

A course in pastoral studies investigating newer understandings of ministry, the mission of the American Church, dynamics of team ministry, shared authority, service to the community and worship. The "live-in" character of the course is intended to impart an experimental awareness of ministry. *3 credits*

**\*RE 255 Ministry as Mission and Service**

A course in pastoral studies investigating the practical issues involved in a ministry of service to people in need. Pastoral care for the dying, the world's poor, the underdeveloped peoples are studied. The ministry of women as co-equals with men in developed sociologically and theologically. *3 credits*

**RE 268 Religion in American Society**

Civil religion, its character and functions. A comparison of the tenets of civil religion with the beliefs of Christianity as expressed in the Catholic and Protestant traditions. Religious issues bound to American culture by the pluralistic experience, community consciousness, modern technology and business pragmatism. *3 credits*

**RE 305 Parish Coordinators and Religious Education  
(Mini-course for Parish Coordinators)**

The changing roles of parish coordinators with special emphasis on teacher preparation, religious understanding and the skills of organization and management. Program design and adult education will receive special attention. *1 credit*

### **RE 314 Religious Anthropology: Worship**

Prayer, myth, song and ritual as cultic practices adapted to express man's deepest religious needs. Models drawn from the Old and New Testaments as setting patterns for Judeo-Christian forms of worship. The crisis to old forms and present attempts to re-establish prayer; reclaim myth and construct newer participatory models. *3 credits*

### **RE 320 Teaching Religion in the Public School**

A study of the ground rules under which religion can be studied in public schools according to the U.S. Constitution. Approaches to the teaching of religion within existing school programs. A consideration of various curricula in use along with questions of non-confessional teaching, teacher attitudes and substantive religious issues. *3 credits*

### **RE 332 The Religious Educator as Counselor**

Pastoral service to the individual. Intended for those who will be professionally involved in aiding others in religious matters, the ministry is understood as the work of the laity as well as the clergy. The one-to-one approach is demonstrated as central to the work of adult faith-sharing, sacramental preparation, care of the aged and retreat work. (The course is a follow up to RE 334). *3 credits*

### **\*RE 334 Faith in Development: A Psycho-Religious Analysis**

A study of the faith history of the adult to determine the theological and ethical models operative in his life. Adult growth through basic "positions" is analyzed. Present psychological and theological understandings are integrated to shed light on individual religious histories. New interviewing techniques are demonstrated and TV tapes aid in the analysis. *3 credits*

### **RE 341.1 Human Sexuality and the Christian Life**

Human sexuality as a complex of emotional intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology the course will examine the meanings and possibilities of love as

central to Christian faith. It will analyze the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background practical issues will be examined: sex education, the new sexual revolution, homosexuality and divorce. The objective will be to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality. *3 credits*

### **RE 342 God and Process Theology**

The course will provide a basic introduction to contemporary process theologies and their re-interpretation of the central motifs of the Christian story — creation, fall, redemption. Special attention will be directed to the meaning of God as One who changes and is also the source of change in the world. *3 credits*

### **\*RE 380 Biblical Theology and Religious Education**

The interrelationships and evolutions of ideas about both God and man traced from the Old through the New Testament. The rich legacy of the faith of Israel couched in psalm, poetry, epic, and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. Assisted by reading from authors such as Von Rad, Eichrodt, Noth, McKenzie, Wright, and Buber, the effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for men today. *3 credits*

### **\*RE 475 Internship in Pastoral Ministry**

Internship students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. Internships available in the Spanish Ministry, Campus Ministry, Youth Ministry, Healing Ministry and Family Ministry. *3 credits*

\*Required for Pastoral Ministry Majors

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*Director, Learning Disabilities Laboratory*

B.S., Queens College of University of  
City of New York

M.S., University of Wisconsin

Ph.D., University of Pittsburgh

**Marion B. Schmidt**, *Lecturer in Education*

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M.S., University of Bridgeport

Prof. Diploma, Columbia University

**John J. Schurdak**, *Associate Professor of Education*

*Director, Education Research and Development*

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**Lester Silverstone**, *Assistant Professor of Education*

*Director, Division of Administration and Supervision*

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M.A., C.A.S., New York University

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M.A., Adelphi University

Ph.D., St. John's University

**Chester J. Stuart**, *Associate Professor of Education*

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M.A., Columbia University

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M.A., Ed.D., Columbia University

**Joseph M. Wall**, *Lecturer in Educational Media*

B.S., Manhattan College

B.S., Southern Connecticut State College

M.A., C.A.S., Fairfield University

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M.S., Southern Connecticut State College

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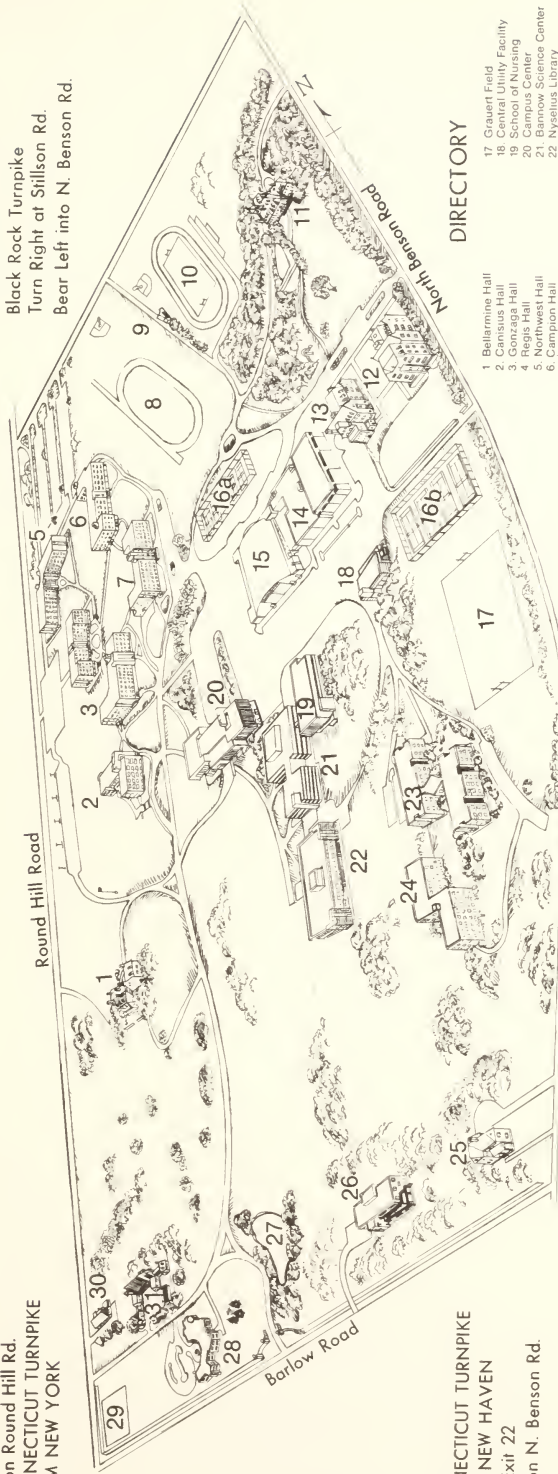


FROM MERRITT PARKWAY  
Take Exit 44  
Black Rock Turnpike  
Turn Right at Stillson Rd.  
Bear Left into N. Benson Rd.

Take Exit 22  
Left on Round Hill Rd.  
CONNECTICUT TURNPIKE  
FROM NEW YORK

CONNECTICUT TURNPIKE  
FROM NEW HAVEN  
Take Exit 22  
Right on N. Benson Rd.

# FAIRFIELD UNIVERSITY CAMPUS



## DIRECTORY

- 1 Bellarmine Hall
- 2 Concert Hall
- 3 Gonzaga Hall
- 4 Regis Hall
- 5 Northwest Hall
- 6 Campan Hall
- 7 Nysseus Hall
- 8 Varsity Field
- 9 Concert Shell
- 10 Alumni Field
- 11 McAuliffe Hall
- 12 Keady Hall
- 13 Berchman Hall
- 14 Student Recreational Complex
- 15 Gymnasium
- 16 Tennis Courts

- 17 Graunt Field
- 18 Athletic Facility
- 19 School of Nursing
- 20 Campus Center
- 21 Bannow Science Center
- 22 Nysseus Library
- 23 Student Union
- 24 Frost Hall
- 25 Institute For Human Development
- 26 Jesuit Residence
- 27 Bellarmine Pond
- 28 Center for Financial Studies\*
- 29 Barlow Road
- 30 Playhouse
- 31 Maintenance Complex

\* Presently under construction

## **Graduate School of Education**

**(203) 255-5411 Ext. 249**



**Fairfield, Connecticut 06430**